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ABSTRACT

Exercises and activities for incorporating career education into the junior high school curriculum (7-9) are contained in this teacher's manual. Activities are developed for language arts (78), mathematics (28) science (22), social studies (42), related arts/fine arts (56), and guidance (19). Teaching activities are written in a format which matches specific goals of school subjects with career education concerns (curriculum focus). Career education focus (DELLA Statement), estimated class time, essential resource materials, and the instructional process are outlined for each lesson. The appendix contains the following materials: DELLA Statements (generated for the Career Development Education Model), background in curriculum design, bibliography of suggested materials, interview sheet, list of career clusters, list of career-related games and simulation, index of publishers/distributors, lists of evaluation instruments, notes on role playing and on brainstorm technique and planning field trips, sample job application form, sample resumes, supplemental resources for guidance, and bibliography of materials dealing with sex bias. (TA)

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GETTING STARTED:
A Guide To Writing Your Own Curriculum

The Pennsylvania
Guide for
Instructional Improvement
through
Career Education

Junior High Volume 7-9

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ORIENTATION AND RATIONALE

By Dr. Edwin Herr
Department of Counselor Education
Pennsylvania State University

This manual suggests exercises and activities by which career education can be made available to junior high school (middle school) students. Career Education at the junior high level stresses helping the students obtain the following objectives:

- ATTAIN realistic understanding of themselves
- DEVELOP skill in using various sources of self, educational, and occupational information
- UNDERSTAND educational options available in high school and beyond, the nature and purpose of these, and the types of post-secondary education or career options to which they lead
- DISTINGUISH among career clusters in terms of occupations which make them up and (1) the amount and type of education needs for entrance, (2) the content, tools, settings, products or services of these occupations, (3) the potential to satisfy personal interests and values, and (4) the potential to provide the type of life-style desired
- IDENTIFY ways of effectively managing work and leisure time
- UNDERSTAND the behavioral implications of taking personal responsibility for planning a career
- IDENTIFY career areas and levels of educational aspiration which are personally appropriate
- PLAN a high school program based on accurate information, tentative career goals, and accurate self-appraisal
- FORMULATE plans for implementing the decisions made

Various methods--role-play, gaming, simulation, field trips, adult resource persons, work sampling, educational fairs, career days--can be used by teachers and counselors to facilitate the student behaviors sought. In essence, that is what the suggested exercises here do.

What are the affective aspects of career education?

The student behaviors which career education intends to influence involve self-understanding, educational and occupational awareness, decision-making skills as well as economic or consumer literacy and the effective use of leisure time skills. A principal way to integrate these behaviors into specific subject matter is to help students answer such questions as: Why am I taking this course? How does its content relate to the problems people solve in different kinds of work? Do I prefer activities involving this subject matter? Do I have the abilities required to be competent or expert in this subject? Providing opportunities in any subject for students to answer such questions will make that subject more student-centered and career relevant without reducing the integrity of the subject content which needs to be learned.

Many of the questions just cited or the exercises suggested here are enriched if parental involvement and community resources are included. The use of adult models from different work settings, or direct observation by students of various working environments are simple ways to use the community as a learning laboratory in behalf of career education goals.

What is the intent of career education?

It is important to recognize that the many methods of translating career education into action do not do so to impose decisions on students, to subtly stratify or channel children into specific options, or to force them to make choices during the junior high school. Rather, the intent is to prepare students to choose those alternatives which have the potential to meet, most effectively, their emerging interests and goals. In addition, career education stimulates feelings within students of personal responsibility for deciding, planning, and preparing for the future.

How important is career education at the junior high school level?

Each educational level--elementary, junior high school, secondary school--needs to provide career education activities which are related to the types of questions and problems with which students at that level are dealing. Career education should be a continuing process with changing emphases from kindergarten to grade twelve. No one level is more critical than another nor can one level be left out if students are really going to profit from career education as much as they should.

From its beginning, the junior high school has been recognized as a major transition point in the lives of most children. Junior high school students have ability to comprehend relationships and to think in terms of abstractions and symbols. Their experience and horizons are broadening as they begin to take the first tentative steps toward independence from their parents. Engaged in pubertal changes, junior high school students are typically caught up in the confusion of boy-girl relations and the particular sex role implications of their own physiology. They are beginning to experience a widening choice of educational offerings with their implicit requirements to set goals and plan in accordance with them. As a function of these challenges the junior high school student is self-conscious and pulled between conformity and a growing need to be unique.

The changes going on within junior high school students and their peers stimulates intensive, even frenetic, exploration. Because of the nature of individual development, whether or not the school aids in it, students do pursue information, emulate models, seek experiences which help them sort out who they are and what life means to them. It is a period when such concepts as compromise between aspirations and possibilities are discovered and tested. Their time focus is shifting subtly but surely from the present to the future. This is a time when career education activities can be related to changes students are experiencing in themselves and in their worlds, changes which have significant implications for the future.

What are the alternatives career education offers at the junior high school level?

While specific alternatives for junior high school students may be limited, such options as do exist provide the opportunities for students to practice collecting and analyzing information about alternatives and likely outcomes as well as opportunities to develop decision plans. From a career education perspective, these experiences anticipate and lay the base for selecting a high school program. Career education activities should help the junior high school student realize that when an educational course of action is chosen, it reduces or alters other alternatives available in the future. Career education activities in the junior high school should help the student realize that curricular choices in high school are also intermediate career choices. Therefore, the student's sensitivity to personal work values and preferences must be accentuated.

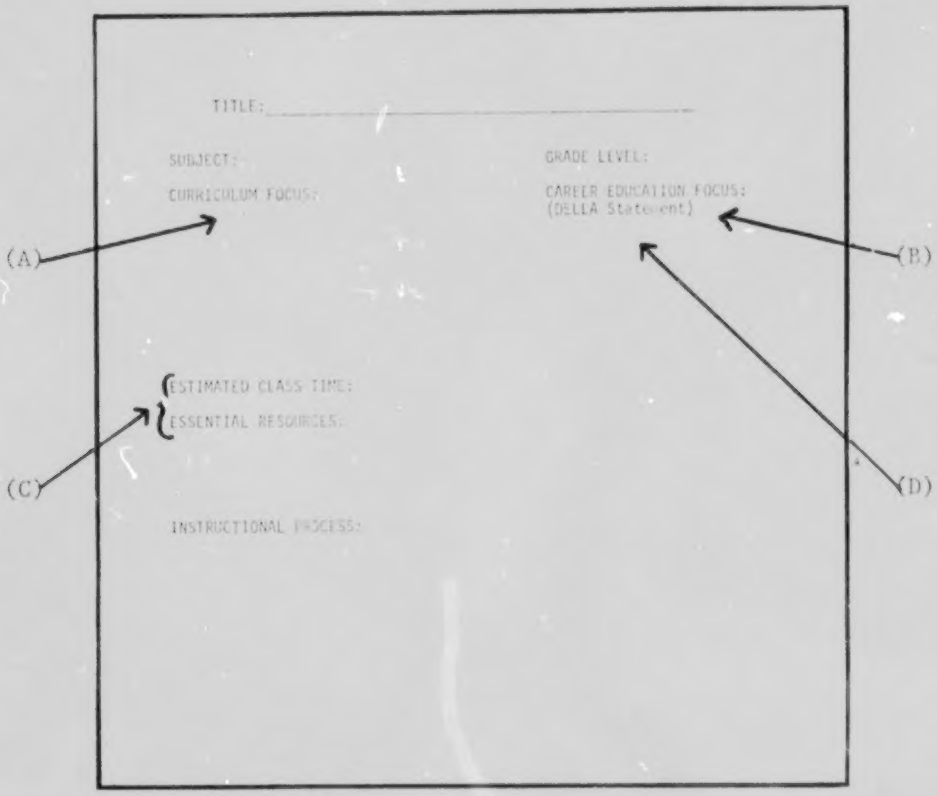
In sum, the goals of career education and of the junior high school as a educational structure are compatible. The hope on which the material in this manual rests is that what is contained here will make exploratory goals for students more attainable. It is not intended that these exercises or other career education activities replace existing subject matter but rather that it will infuse it with an increased ability to facilitate self and career understanding.

HOW TO USE THIS BOOK

The purpose of this guide is to help you understand and use the concepts of career education. Through them, you can make your own curriculum more stimulating to students and more relevant to their current and future interests and needs. We believe that career education is a proven means for motivating students to think seriously about the subject they are studying, the changes taking place in their lives, and the role they will play in the society of the future.

You will probably find it most helpful to skim through the book as a whole, selecting those activities to read and study which best apply to your subject area and student age level.

> You will find that the teaching activities have been written in a format which matches specific goals of school subjects (A) with career education concerns. (B) In most cases, the length of time estimated for teaching the activity is given, along with a listing of essential resource materials. (C)
>
> You will note that many of the DELLA Statements (D) listed under the "Career Education Focus" column do not specifically apply to job training or careers. This is because the overall developmental approach of career education has been aimed at the whole student, rather than merely orienting the student to a job that may or may not be chosen.



TITLE: ____________________

SUBJECT:
GRADE LEVEL:

CURRICULUM FOCUS:
CAREER EDUCATION FOCUS:
(DELLA Statement)

ESTIMATED CLASS TIME:
ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

After you have scanned the book as a whole and studied a few examples, pick one or two you feel would best suit your teaching and try these in class. Afterward, evaluate them both in terms of stimulating student interest in the subject material, as well as increasing student awareness of the importance of this material in their lives and in the functioning of society.

Using some of the activities in class will prepare you for writing your own. Consult the Appendix for a complete list of DELLA Statements and study "Background in Design." It describes the comprehensive approach to career education used in the Career Development Education Model, for which the DELLA Statements were generated.

By using the format shown on these pages, the list of DELLA Statements and the sample activities, it is our hope that this guide will serve to help you develop fluency in teaching career education to your students, as well as giving them a sense of the importance of this material in their own lives.

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WRITING AUTOBIOGRAPHIES

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Practice in writing autobiographies

CAREER EDUCATION FOCUS:
(DELLA Statement)

09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Variable, depending upon number of assignments

ESSENTIAL RESOURCES:
Paper, pencils

INSTRUCTIONAL PROCESS:

Writing autobiographies can help develop self-awareness. In writing an autobiography include each of the nine (9) topics below. Discuss and brainstorm each before writing:

1) One Person: What person has had a great influence on your life--father, girlfriend? What moments show this influence?

2) One Sport: What experience with football, basketball or some other sport has made a deep impression upon you? How did it influence you life?

3) One Summer: How did one summer change you? How did it influence your life?

4) One Day: What day was the most important in your life? What day was full of fun, emergencies, sadness? You may want to describe several moments of one day and why they were important to you.

5) One Fear: Each of us has had a fear as a child. At what moment was this fear the strongest? In what way has this fear changed or disappeared?

6) One Death: Have you had an experience connected with death? Perhaps a death of a friend, a pet, or even a stranger. What moments connected with the death do you remember most? What special meaning did you derive from this experience?

7) One Pet: How did you get the pet? Describe the first moment of you meeting. What did the pet look like? What moments were the most delightful?

8) One Hope or Dream: What hope or dream for the future do you have? Would you like to have a certain job? What have you noticed about the job as you watched others doing it?

9) One Place: Everyone has spent many happy times in one place--such as a farm, a cabin, a porch, a kitchen, a living room, a school room. What moments in this place do you remember most joyously?

Supplemental Resources: An Introduction To Value Clarification. Includes a guide, a FORUM magazine on "Value Clarification" and seven folders containing transparencies, work sheets, flash cards and posters. Cost: $8.75 (estimate) J.C. Penney Co. Educational and Consumer Relations.

THIS IS ME

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Self expression
2. Creative writing

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Ongoing-out of class

ESSENTIAL RESOURCES:
Scissors, magazines, anything at hand, paper, pencil, glue.

INSTRUCTIONAL PROCESS:

Have the students create a journal (of approximately twenty-five pages) of thoughts, clippings, memorabilia or what have you that typifies them. Allow about nine weeks for this activity. The students may be as personal or unpersonal as they like. The students should sign their journals at the end. If the student is good at expressing himself/herself the teacher should be able to guess whose journal it is. (Not always though). Sample pages might be Foods I Love; This is Me!; This Definitely is Not Me; Favorite Words; Dreams and Fantasies; People I Admire. Nothing is mandatory. No writing is actually required. The journal may take any form the student wants. Nothing is forbidden. Students are urged to keep these books for future reference.

DELLA Statement #9 is generally realized at a later time.

I AM . . . . .

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Recognize some positive personal characteristics and look for positive characteristics in others.
2. Enhance intergroup feelings and relations.
3. Explore the difference between personal self-image and projected self-image.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#08 Develop a positive self-concept
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Divide the class into groups of five students. Have each student write down a list of five to ten positive personal characteristics.

Then have the group write down five to ten positive personal characteristics that apply to each of the others in the group. Do this in rotation for each member, taking one student at a time. When the lists are completed for each person, students hand their sheets personally to the student described.

Each student then reads aloud his or her own list and then reads the group's list. After each student has read both lists a discussion should follow based upon the following questions:

Were there any discrepancies?
Whose list is more correct?
Do we feel embarrassed by compliments? Why?
Do we feel better about ourselves and others in our group now than we did before this activity? Why?

ZODIAC SUN SIGNS

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Development of communication skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

08 Develop a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Markers, colored paper, collection of zodiac signs

INSTRUCTIONAL PROCESS:
Prepare a zodiac bulletin board. Under each sign place a card which describes the individual under that sign. Have the students place a card bearing their name and birthdate under the correct sign and/or draw a caricature of themselves. The students should write a few paragraphs comparing the zodiac description to what they know about themselves.

Supplemental Resources: Are You Listening? A six minute cassette tape designed as a communication tool to evaluate how well we listen. Cost: $4.00 (estimate) J.C. Penney Education and Consumer Relations.

OUR WRITING STYLES

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop skills in presenting one's feelings and ideas through writing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#8 Develop a positive self concept
#11 Develop tolerance/flexibility in interpersonal relationships
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: 6-9 weeks, or a full marking period (40-45 minute classes)

ESSENTIAL RESOURCES:
Basic text--Building Better English, Literature book, Themes and composition of previous classes to serve as models. Published examples of different writing styles

INSTRUCTIONAL PROCESS:

(1) Read and discuss with pupils various types of composition. For example, short story, limerick, poems, epitaphs, epigrams, and basic themes. From time to time, assign each type to be practiced. These should be evaluated and returned to student with suggestions for improvement and revision.

(2) Discuss the value of a combined class project and the merits derived from it.

(3) Decide upon the styles to be used. Select from previous work handed in or else assign specific styles to be worked on by students. Each student should submit at least one of each type (style) of writing within a given time.

(4) Have class read aloud their compositions and then vote on the best ones to be used in the booklet.

(5) Enlist the aid of students in the class to edit, type up and illustrate the material. This can be done by committees or by individuals. It is important that everyone in class contribute something to the booklet and receive credits in the table of contents.

(6) As a class, lay out the format, together with the title, table of contents, credits, introduction and epilogue.

(7) Amass all materials, type out, edit and assemble booklet as a class.

(8) Distribute booklet to each student and any other persons you feel would enjoy or benefit from it.

Example:
    Principal
    Department chairperson
    Other English teachers
    Another class

(9) Discuss the experiences gained from doing this booklet.

Conclusion: Students should develop an awareness of each others needs and take pride in their accomplishments as an individual and as a group.

POEM OF CHANGES

LANGUAGE ARTS/POETRY

JUNIOR HIGH

CURRICULUM FOCUS:

1. Poetry writing
2. Communication skills
3. Self-understanding

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencils

INSTRUCTIONAL PROCESS:

The students will discuss in small groups how certain of their personal characteristics have changed as a result of maturing (e.g. interests, physical appearance, etc.), and indicate how they think they will change in the future. Synthesize these personal feelings in a poem. For example:

I held my friend's hand.
We walked laughing down the street.
I grew up--don't touch.

As a supplementary resource, the film, "Making Haiku," (Encyclopedia Britannica Educational Corporation) could be used.

CRAZY TITLES

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop written skills in composition writing.
2. Develop oral skills in reading aloud.
3. Develop and stimulate imagination.
4. Develop a sense of humor.

CAREER EDUCATION FOCUS:
(DELLA Statement)

# 8 Develop a positive self-concept
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two weeks, 45 minute classes

ESSENTIAL RESOURCES:
Crazy titles-examples below

INSTRUCTIONAL PROCESS:

(1) Discuss the idea that everyone is different in one way or another, but that no matter how people differ, we must learn to accept people as they are. Lead in to the idea that humor is a good catalyst in learning to understand people. Humor can be reflected in many ways; it plays a significant role in a person's character.

(2) From a list of a dozen or more titles (of nonsense) ask the pupils to make up a silly story based on the title, letting their imaginations run wild. The crazier, the better. Such titles might include:

A. The Day It Rained Green
B. Meet My Friend Jaws
C. The Battle Between Mr. Mustard and Mrs. Ketchup
D. What Am I Gonna Do With a Zonk?
E. Once Upon a Tea Cup
F. The Day I Became a Goldfish
G. The Little Blue Man
H. Did You Ever Meet a McNook?
I. My Cousins X and Y
J. How The Worm Turned
K. The Mystery of the Mumbling Mice
L. How I Learned to Fiddle a Faddle

(3) After they have been written, collected, and read, return them to students with suggestions for improvement. Then place them all in one pile (names deleted) and have each student read one aloud to the class. Ask the students to try to guess who wrote it. (Students should read their own first and then delete their name before submitting to pile).

(4) Ask students now to write another humorous composition of their own with appropriate title.

(5) Do the same as #3.

(6) Discuss with pupils what they learned about themselves or each other by reading the stories and identifying their humor.

Conclusion: This activity should bring about an awareness that humor can unlock a person's personality and that we are each different, but a credit to ourselves and others through good humor.

Supplemental Resources: An Introduction to Value Clarification. Includes a guide, a FORUM magazine on "Value Clarification" and seven folders containing overheads, worksheets, flash cards and posters. Cost: $8.75 (estimate) J.C. Penney Company Educational and Consumer Relations.

THREE CAREER WEEKS-
JOBS OF THE PAST, PRESENT, FUTURE

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Vocabulary building.
2. History of local town.
3. Creative writing.
4. Reading.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#56 Recognize that society needs labors of all its people
#45 Develop criteria for judging how careers meet life goals

ESTIMATED CLASS TIME: Three weeks

ESSENTIAL RESOURCES:
Workers in the community, history books, science fiction books, Dictionary of Occupational Titles, films, slides, filmstrips

INSTRUCTIONAL PROCESS:

First Week-Jobs of Long Ago

(Blacksmith, sheep shearer, soap maker, candlemaker, logger, etc.).

1. Make candles, butter, etc. in the classroom.
2. Conduct a class discussion about these jobs.
3. Have children research and write stories about these jobs. Also, ask students to illustrate their stories.
4. Have students interview older people in the community.
5. Use new vocabulary words as a spelling list.
6. Write a short play involving these careers.

Second Week-Jobs of the Present

1. Ask parents to visit school and discuss their jobs, interview other workers, visit job sites.
2. Students may be able to spend a day with a person of their choice. If so, ask students to take pictures, interview the person, and report back to their class.

Third Week-Jobs in the Future

1. Students should be imaginative. Ask students to invent new jobs and list the careers these new jobs would replace.
2. Have the students write stories about these new jobs.

3. Build some new machines-robots, electric boards to be used with the new jobs.
4. Again, use new vocabulary words for a spelling list.
5. Prepare a puppet show or play. This may be adapted to any of the three job eras.

WRITING NOT JUST FOR WRITING'S SAKE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing
2. Self expression

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#1 Develop vocabulary of self-characteristics
#2 Develop knowledge of unique personal characteristics
#3 Understand relationship: self-characteristics/performance
#4 Understand that personal characteristics can be changed
#5 Recognize relationship: self-characteristics/decision-making
#6 Understand and use the concept "role"
#7 Develop an understanding of the concept "life style"
#8 Develop a positive self-concept
#9 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

The teacher will assign a theme to be written in class. The writing may be done at the premature end of a lesson, in conjunction with material discussed in class, or the whole class period may be devoted to the theme.

The assigned topic is very important. The student should feel that the main purpose of the theme is to evaluate his writing skill. This tends to prohibit the students from being "phony" in their writing. The shorter time limit also aids the lesson because the student is more likely to think quickly and, therefore, honestly.

Some topics to be used might be the following:

1. Me as seen by Me
2. Complaints
3. My Proudest Moment
4. Monday Morning Blues
5. If I Was a__________

The student also practices his writing as a form of expression but more importantly, he thinks about himself as a person.

GROWTH-RELATED WORDS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Education Processes
2. Vocabulary Development
3. Thinking
4. Writing to explain
5. Utilizing Dictionary Skills

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

13 Acquire vocabulary for educational planning
18 Recognize developmental processes occurring in and out of school
20 Develop basic attitudes needed for entry/success in a career

ESTIMATED CLASS TIME: One-two class periods

ESSENTIAL RESOURCES:
A list of words which includes but is not limited to: developmental, adulthood, growth, maturation, expansion, evolution. A dictionary for each student. A thesaurus.

INSTRUCTIONAL PROCESS:

A dictionary and a list of words is made available to each student. They are instructed to develop a working definition for each word and to write sentences using each of the words.

When the students are ready for the discussion, the teacher will ask the following questions. Encourage a discussion on the response to each question:

1. What do these definitions all have in common?
2. How does this commonality apply to school?
3. How does this commonality apply to life?

Time may be allocated to assure completion of the concluding assignment. However, the assignment could be completed outside of class.

The concluding assignment: write a paragraph describing what you learned from this class today.

Supplemental Resources: PENNscript. 200 Career profiles. Available from PENNscript Production Center. Cost: Free.

WORDS THAT DO AND DON'T DESCRIBE US

LANGUAGE ARTS/GRAMMAR

JUNIOR HIGH

CURRICULUM FOCUS:

1. Antonyms

CAREER EDUCATION FOCUS:
(DELLA Statement)

01 Develop vocabulary of self characteristics

ESTIMATED CLASS TIME: One Class Period

ESSENTIAL RESOURCES:
Paper, pencils, dictionary

INSTRUCTIONAL PROCESS:

This activity is designed to be used when teaching the concept of antonyms. Each student will develop a list of words that describes his or her personality and in a second column list those words which do not, or are antonyms to the first list.

Supplemental Resources: PENNscript. More than 200 career profiles with localized information by counties. Cost: free. PENNscript Production Center.

THE DICTIONARY

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Defining terms in one's own words.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Four days

ESSENTIAL RESOURCES:
Popeye Career Awareness Booklets, Career tapes, or any other source of career information

INSTRUCTIONAL PROCESS:

Following a comprehensive unit on the dictionary-lasting about 12 days, the students will be asked to select a career cluster of interest to them. The students will then be directed to the Popeye Career Booklets and the necessary tapes. After reading the booklet and listening to the tape, each student will then select a specific occupation (e.g. telephone operator) and develop a dictionary of terms pertaining to the occupation. Terms are to be defined in the student's own words. Dictionaries are to follow dictionary format and may include pictures.

WONDER KID NEWS

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Interviewing
2. Newspaper writing
3. Persuasion
4. Reading
5. Introducing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

This activity presents a great idea for students to **get** acquainted at the beginning of the year.

Using cards or numbers, divide the class as they come through the door into groups of two. (Give each student a card or number and match them with a partner). The students interview each other trying to discover as much interesting information as they can. They then write a newspaper story about the student they interviewed trying to make it as interesting, exciting and dynamic as possible.

The next day each student introduces his partner to the class and then reads his newspaper article.

PUBLISHING A CLASS NEWSPAPER

LANGUAGE ARTS/WRITING

CURRICULUM FOCUS:

1. Study the newspaper and newspaper production
2. Produce a newspaper
3. Learn to write news articles
4. Learn to edit articles

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand the variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

Newspapers, Occupational Outlook Handbook, As a supplementary resource you might use "Expo 10: Exploring Career Interests" (Science Research Associates)

INSTRUCTIONAL PROCESS:

Make a study of a newspaper and all the different jobs involved with the printing of a newspaper. If possible, visit a local newspaper to see the different jobs at work. Make plans with your class to print their own newspaper. Let them choose people to work at the jobs involved with the printing of their newspaper (editor-in-chief, sports editor, fashion editor, "dear Gabby," proofreaders, lay-out people, etc.) They may want to sell their newspaper to the rest of the school for a small price. If the interest persists after this activity is finished ask the class if they'd like to put out a newspaper regularly, perhaps monthly.

WHO'S WHO?

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Non-fiction
2. Writing activity--biographies

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing
#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

One week in advance students make arrangements for private interview with "celebrity." Interview questions (copy), paper, pencil, literature anthology including brief biographies.

INSTRUCTIONAL PROCESS:

During a unit on non-fiction, have students privately interview a distinguished, or otherwise "important" figure in the community. Following the interview, students write a brief biography celebrating the interviewee and his career.

Interview questions adaptable to the writing assignment can be easily developed from a paragraph-to-paragraph examination of any brief biography presented in a literature anthology: "The Oklahoma Kid" in Adventures Ahead, for example.

Students can also "copy" the same paragraph-to-paragraph method, style, and form used in the professional selection presented in the literature anthology.

With the aid of a few class "artists" and/or photographers, students could compile their biographies into a book--Who's Who in Your Community.

OCCUPATIONAL STORIES

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Writing stories

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One (or more) class periods (45 min.)

ESSENTIAL RESOURCES:
List of job clusters, Dictionary of Occupational Titles, Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

In conjunction with a unit on Composition, the following activity may be conducted.

Give students practice in composing one-minute "Occupational Stories." Group students by ten and have them select a particular occupation to write about. (Give them time to discuss the occupation). Call on one student to come to the chalkboard to write for one minute about the occupation. At the end of one minute, the student is asked to stop and another student is asked to continue writing the story for one minute. The process continues until nine students have written. The tenth and final person must write a conclusion to the story.

Ask the class to examine the sentences for content. Then answer these questions:

"Do you understand what was meant?"
"Did the occupation seem to be interesting?"
"Would you like the job?"

Select activities from a list of jobs (or from clusters of jobs).

Industrial Production
Office occupations
Service occupations
Education occupations
Construction
Transportation
Scientific
Health
Repair
Art, design, communications

WHY WE WORK

LANGUAGE ARTS

CURRICULUM FOCUS:

1. How to prepare yourself for summer work
2. Learn the value of work
3. Learn how to go about securing a summer job

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:
Film-Jobs in the World of Work: A Good Place to Be
McGraw Hill Textfilms

INSTRUCTIONAL PROCESS:

(1) Begin by "brainstorming" the idea why we work. List responses on the blackboard.

(2) Show film.

(3) After film, add to list on the board of why we work.

(4) Have students write a composition on the most important reasons to them as to why one works.

ASSOCIATION GAME

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Descriptive language
2. Writing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#15 Be aware of multiplicity of skills, knowledge in education
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Write a major cluster division on the board, for example: Construction. Then have the students list on a sheet of paper all the jobs they can think of that are associated with that major cluster. After the students have finished, the teacher should make a list on the board of all the jobs which the students listed. Have the students check their lists against this master list and determine which jobs apply or do not apply to this cluster.

SUMMER JOBS

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. How to prepare for a summer job
2. How to fill out a social security card

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring Marketable Skills

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:
Copy of a social security card, typed sheet with information on summer employment-types of jobs that are available in the summer.

INSTRUCTIONAL PROCESS:

Class Discussion:

1. Begin with a disucssion of preparing for a summer job by reading excerpts of compositions written by students the previous week. These compositions gave reasons why the students felt they should have a job.

2. Distribute a sheet which discusses various aspects of summer employment.

3. "Brainstorm" things to consider when looking for a summer job and list on the blackboard. Distribute sheets with information on summer employment.

4. Discuss the importance of a social security card, what it is, what it can do for you, where to obtain one.

5. Distribute a sample of a social security card and have the students fill it out, answering any questions they might have.

6. Distribute a folder to each student, so that he can keep all his material on summer jobs in it for use as a reference. Tell them that as they progress in knowledge of how to obtain a summer job, they will add to their file which will be kept in class for them.

Supplemental Resources: Getting Applications Right (Scope/Visuals 13) Eight transparencies and spirit masters dealing with sample applications and forms. Cost: $6.95 (estimate) Scholastic Book Services.

Career Decisions: Finding Getting and Keeping A Job. Includes three filmstrips, job descriptions and applications, overhead transparencies and guide. Cost: $13.50 (estimate) J.C. Penney Company Educational and Consumer Relations.

SELL YOURSELF

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Following printed instructions.
2. Organizing information.
3. Career skill development.
4. Career vocabulary development.
5. Inviting resource persons as speakers.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Two or three periods

ESSENTIAL RESOURCES:
Job application forms, paper, pencil, resource person

INSTRUCTIONAL PROCESS:

Send for and make copies of several application forms from local businesses. Have students fill out these forms accurately. Discuss problems and questions as they arise.

Discuss and write up references. Whom should you ask? What is the importance of asking permission to use a name for reference in advance? Be sure to provide all information necessary in contacting the person used as a reference.

Practice writing a resume of work experience. What is the value of keeping a work record?

Have a resource person, preferably a personnel director from a local business, talk to the students about what he looks for on an application. What criteria does he use in determining whom to hire?

CONSUMER GAME

LANGUAGE ARTS	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Decision making 2. Role playing 3. Peer interaction 4. Writing evaluation 5. Following direction 6. Discussion	#61 Acquire basic consumer skills #49 Develop effective decision making strategies and skills

ESTIMATED CLASS TIME: Three periods or sessions

ESSENTIAL RESOURCES:
Consumer Game by Western Publishing Company

INSTRUCTIONAL PROCESS:

Plan one:

a. Explain game and discuss its purpose
b. Plan the physical layout of room with the students
c. Have students select roles
d. Allow students to look over the role material. Answer any questions.
e. Prepare groups the day before to set up the room and distribute the material promptly.
f. Encourage students in the roles of businessmen and financiers to plan promotions.

Plan two:

a. Have the students set up the room and distribute the material.
b. Have students play the game, Consumer.

Plan three: Evaluate

a. Discuss the game and the various roles as a group. Does the game reflect consumerism? Would you make changes?
b. Ask students to write a paper in which you determine if you were satisfied with yourconsumer role or how you would change your spending or promotion plans to achieve a greater satisfaction.

FIELD TRIP FOLLOW-UP

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Realize that a field trip can offer a variety of learning experiences.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#10 Develop a sensitivity toward and an acceptance of others
#12 Develop the necessary socialization skills
#33 Develop personal habits which are socially valued
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This activity should be implemented as a follow-up to a specific field trip.

1. The day after the field trip, follow-up with a discussion of the various learning experiences derived, such as:

    a. Types of careers exhibited in the performance.

    b. Student reaction to the performance and performers.

    c. Auditorium decorum.

    d. Awareness of differences in areas and schools.

    e. Group behavior on a bus.

    f. Behavior of group in a restaurant.

2. Follow this up with a written composition by the student entitled "I learned from the Field Trip that-"

Students should become aware of the variety of experiences available to them when participating in a field trip.

LET'S BE CHOOSY!

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Decision-Making

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#43 Recognize restrictions in the decision-making process
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper and pencil

INSTRUCTIONAL PROCESS:

Students are asked to keep a one-day diary of every decision they make, from the time they choose to get out of bed in the morning to the entertainment they choose for the evening.

The following questions may be employed in a class discussion of the diaries.

1. Were you surprised at the number of decisions you make in a day?
2. Were any of the decisions especially difficult?
3. Were there any decisions which you avoided making?
4. Were there any decisions in which another person or circumstance "forced" you to choose as you did?
5. Were there any decisions you made without thinking the problem through?

THE DECISION IS YOURS

LANGUAGE ARTS/WRITING

CURRICULUM FOCUS:

1. Learning to write a unified paragraph
2. Learning to write an explanation

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
"The Decision is Yours," Scholastic Magazine, Inc., 1974. Warriner's English Grammar and Composition 7; page 347-355 and pages 374-377 (or any other English text which includes composition units)

INSTRUCTIONAL PROCESS:

On composition paper write a short paragraph in which you
1. Discuss your alternatives
2. State your decision
3. Explain your reasons for the decision

Below is a copy of the situation presented in the above resource:

Put yourself in each of the following situations. What would you do?

You've been out of school for a week and a half with the flu. You have three tests to make up. Your parents have promised you a new car at graduation if you stay on the honor roll through your senior year. The basketball coach announces that tryouts start this week, and he thinks you can make the team, something you want to do very badly. You've already told three teachers you would be back after school this week. How can you satisfy parents, teachers, coach and yourself? You decide to.....

Have pupils read their compositions orally and discuss paragraph structure and values used in coming to various decision.

FOREIGN LANGUAGE-AN ASSET

FOREIGN LANGUAGES/GENERAL

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learning the communication skills of foreign languages.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Foreign language teaching lends itself very well to career education, but with very few exceptions it would be unfair to the students to create in them the idea that a foreign language could be a career in itself. However, used as a secondary skill together with another career, or as an avocational skill, it can enhance future job opportunities and earning power, provide greater job satisfaction and increase one's value to community and country.

1. Based on each student's own ability and interest, explore with him/her the employment opportunities available in your area (travel agencies, education, hospitality and recreation, etc.), urban areas (World Trade Center, U.N.), or overseas (military, research, art, foreign service, law enforcement, etc.).

2. Incorporate the following ideas in each unit you teach:

   a. Provide a special technical vocabulary.
   b. Role-play various situations, such as an airline stewardess and a passenger, a hotel employee and a guest, etc.
   c. Point out cultural differences in job training, work ethics, pay, etc.
   d. Write business letters in the target language.

3. Use posters to provide motivation. Examples are: "Foreign language creates careers with charisma," "Learn a language, the passport to the world," "Opportunity knocks in every language." Some embassies provide films free of charge, many depicting work and occupations in other countries. Sections of the New York Times with employment ads requiring foreign language abilities are helpful.

4. Field trips can be taken to a nearby travel agency, or business firms involved in export or import, etc. Naturally, the best field trip is to a foreign country itself, where students can observe firsthand the many jobs available using foreign language skills. It's also a great tool for motivation.

5. Homework can be typed to provide a reasonable idea of the double skill of a foreign language secretary. An essay on the theme of how one hopes to use a foreign language later in life will encourage the students to think about the subject and offer a good starting point for discussion.

6. Invite foreign visitors to speak with your students-a farmer, a hunter, a master mechanic, a kindergarten teacher. This is most interesting for students and visitors and is a most positive learning experience.

"FOREIGN LANGUAGE CAREERS"

FOREIGN LANGUAGE/GENERAL

CURRICULUM FOCUS:

1. To learn how to interview.
2. To learn how to investigate.
3. To become aware of multiple occupational clusters.
4. To recognize that a foreign language can be useful for a job.
5. Career research by students.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 5-7 class periods

ESSENTIAL RESOURCES:
Resource person

INSTRUCTIONAL PROCESS:

1. Class brainstorms different types of careers that relate to foreign languages and lists these on the blackboard.

2. Class developes list of questions to ask resource persons about how a foreign language is useful or required in their jobs.

   a. How does your knowledge of a second language aid you in your job?

   b. Must you rely upon it as a primary skill or a secondary skill?

   c. How much training in the second language (do) you need in order to perform your job?

3. Invite resource persons to the class to discuss their job, to be interviewed by the class and to answer specific questions concerning their careers. (See Interview Sheet, Appendix for ideas)

4. Have students choose several clusters and investigate occupations within these clusters that can be related to foreign languages. The students will do this in groups of two or three.

5. After they have researched the cluster(s), have one student from each group report orally to the class on it.

CAREERS AND FOREIGN LANGUAGES

FOREIGN LANGUAGES/GENERAL

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learn to evaluate and assess career opportunities.
2. Learn how to ferret out information and to prepare for a specific career.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals
#22 Acquire skills, good work habits in preparing for a career
#26 Determine characteristics/qualifications of occupations
#35 Be aware of the value of acquiring marketable skills
#37 Develop necessary educational/occupational competency

ESTIMATED CLASS TIME: Two weeks for research, two days for introduction.

ESSENTIAL RESOURCES:

Newspapers, magazines, telephone books, foreign editions of publications, (embassies, travel agencies)-brochures-"Foreign Languages and Your Career", U.S. Department of Labor, Bureau of Labor Statistics (#562-641). Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Researching careers related directly or indirectly to foreign languages.

1. Distribute a handout of language related careers from the 15 career clusters.
2. Ask each student to choose one career from among these clusters and research it as if they were preparing for this career.
3. Students will research the career of their choice and prepare a career oriented booklet. This booklet should contain such items as:
   A. Necessary education
   B. Job Description
      1. place of work
      2. work hours
      3. probable salary
      4. major responsibilities
      5. skills needed other than foreign languages
   C. Places to obtain information
   D. Interviews
   E. Pictures or brochures

Conclusion: The student should become aware of the assets and liabilities a specific career involves.

SO YOU WANT TO GO TO _____!

FOREIGN LANGUAGES/GENERAL

CURRICULUM FOCUS:

1. Awareness of another culture
2. Development of self-reliance
3. Development of language vocabulary and proficiency in language skills
4. Role-playing
5. Interaction among students

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action
#44 Recognize that decision-making involves some risk taking
#47 Develop a receptivity for new ideas/exploration of new ideas
#61 Acquire basic consumer skills
#62 Develop vocabulary to differentiate leisure time activities

ESTIMATED CLASS TIME: Three--four weeks

ESSENTIAL RESOURCES:
Travel brochures-TWA, Pan Am, etc. Films of "target" country.

INSTRUCTIONAL PROCESS:

(In groups of two)

1. Students will pretend that they are taking a one week trip to Spain and they are to prepare for the trip.

2. First they are to contact a travel agency to find out the following:
    a. What trips are available
    b. costs of air/land travel
    c. places of interest

3. They will discuss with each other:
    a. when they will go
    b. what part of _____ they will travel to (itinerary)
    c. cost to and from airport
    d. wardrobe to take
    e. shots needed
    f. where to get passports/pictures
    g. how much money to take
    h. currency used/rate of exchange
    i. local customs
    j. necessary phrases to learn

4. Together (in pairs) they will compile a notebook putting in all the information they have gathered

5. They will reenact in the "target" language one incident which might have happened to them while at:
    a. a museum
    b. a restaurant
    c. the airport or in the airplane
    d. a bullfight
    (Small three minute dialogue using target language)

6. Students will display their scrapbooks and have the opportunity to peruse other students' scrapbooks.

WORDS

FOREIGN LANGUAGES/SPANISH

CURRICULUM FOCUS:

1. Awareness of Spanish-speaking countries around us
2. Cognizance that our country is a blend of Latin America
3. Realization that many geographic names in U.S. are of Spanish origin.
4. Recognition that words used in everyday English are Spanish in origin

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 4-6 class periods (45 min.)

ESSENTIAL RESOURCES:

Wall map of U.S., Central and South America, West Indies, Globe, Encyclopedia or Atlas, pencils, colored construction paper, glue. You may want to use dittoed sheets of said countries for pupils to color in later.

INSTRUCTIONAL PROCESS:

1. Begin with a discussion of the 18 Spanish-speaking countries in the Western Hemisphere, where our own country is. Point them out on the map.

2. Discuss places in the U.S. with Spanish names. Give a list, then ask pupils to contribute, if possible. Point out on map or have pupils do this. Such a list might include:
   a. Colorado
   b. Florida
   c. Montana
   d. Sierra Nevada
   e. Los Angeles
   f. San Francisco
   g. Mesa Verde
   h. Amarilla

Also, explain the meaning of each name in Spanish.

3. Ask pupils to submit a list of all the Spanish words they use in English in everyday speech. These might include:
   a. barbeque
   b. patio
   c. adiós
   d. pinto
   e. rodeo
   f. lasso
   g. fiesta
   h. hacienda
   i. mesa
   j. gaucho
   k. sombrero
   l. mustang

Also, explain the Spanish meaning to these words.

4. After becoming familiar with each of the Spanish speaking countries via wall maps or dittoed sheets, have each pupil choose one country and make its flag with construction paper. On the back of the flag, he will tell the name of the country, its capital, draw the outline of the country and designate which area it is from.

I North America - Mexico
II Central America - Guatemala, Honduras, El Salvador,
Costa Rica, Nicaragua, Panama
III South America - Columbia, Ecuador, Peru, Chile,
Argentina, Bolivia, Paraguay, Uruguay,
Venezuela
IV West Indies - Cuba, Dominican Republic

5. At conclusion, display all flags around the room and have pupils see if they can recognize flags of the countries.

Conclusion: The outcome should develop an awareness of the many Spanish speaking countries around us and pupils will be more aware of the geographical position of areas, as well as countries. Especially good for 7th graders since they like to make things.

"EVERY'BODY' NEEDS A CAREER"

FOREIGN LANGUAGE/SPANISH

CURRICULUM FOCUS:

1. To learn parts of body
2. To become aware of various careers dealing with specific parts of the body.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
Felt board, handouts

INSTRUCTIONAL PROCESS:

1. With the use of a felt board (flannel), the teacher will build a person, naming the parts of the body in Spanish.

   a. head
   b. hair
   c. face
   d. ears
   e. nose
   f. mouth
   g. teeth
   h. body
   i. arms
   j. fingers
   k. hands
   l. legs
   m. feet
   n. toes

The teacher pronounces these names in Spanish and the students repeat them.

2. Give a handout to students with parts of the written body in Spanish. Students repeat names and fill in corresponding English words.

3. Students are asked to name as many careers as possible that deal with the parts of the body. Examples:

   a. professor
   b. barber
   c. make-up man
   d. telephone operator
   e. chef
   f. control tower
   g. dentist
   h. athlete
   i. swimmer
   j. pianist
   k. typist
   l. dancer
   m. doctor
   n. beautician
   o. receptionist
   p. ice skater
   q. ballet dancer

4. On board, list parts of the body and see how many occupations can be listed under each one.

ZEROING IN

FOREIGN LANGUAGES/SPANISH

JUNIOR HIGH

CURRICULUM FOCUS:

1. To "immerse" the student in the second language
2. To build fluency in a chosen occupational situation

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#37 Develop necessary educational/occupational competency
#38 Develop entry level skills in area of occupational interest

ESTIMATED CLASS TIME: Ten days

ESSENTIAL RESOURCES:
Text--El Español Al Dia. Cassels Spanish/American Dictionary.
Teacher help.

INSTRUCTIONAL PROCESS:

(1) Students will choose two or three language-oriented careers and split into groups of four or five.
(Ex: airline stewardess, doctor, taxi driver, waiter)

(2) Each group will prepare a skit to present to the class involving these careers with situations common to them. All skits should be edited by the teacher so as to insure proper speech patterns and vocabulary.

(3) After researching and practicing, students will present their skit to the class by memory. They will reenact their skit so that everyone in the group has the opportunity to play each role. A repetition of this kind will also enable the rest of the class to have the opportunity to see each skit more than once.

(4) After all skits have been presented, the class will evaluate the skits according to such things:
   a. What career was featured in the skit?
   b. Could you understand the basic idea of the skit?
   c. Did the players seem natural or know their parts?
   d. Did the players sound authentic?
   e. How would you have improved on the skit?

Conclusion: The student should build fluency in his chosen occupational situation, as well as mastering the needed vocabulary, basic verbs and pronouns and acquire an adequate pronunciation.

As a supplementary resource use Qué Tal Magazine.

MAKING PIÑATAS

FOREIGN LANGUAGE/SPANISH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learn how to make piñatas
2. Learn how Christmas customs in Latin America differ from ours
3. Appreciate through understanding the religious and ethnic values of Christmas

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#33 Develop personal habits which are socially valued
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two weeks of 45 minute class periods

ESSENTIAL RESOURCES:
Book--Christmas Customs Round the World, Basic Text--El Español Al Dia, Speaking Spanish Book, Newspapers, balloons, paste, paint, paper towels, crepe paper.

INSTRUCTIONAL PROCESS:

(1) Start this activity in the beginning of the Christmas season when pupil interest in holidays is high. Begin by brainstorming what things mean Christmas to us in the U.S.

(2) After an appropriate list has been made, introduce the vocabulary of Christmas words in Spanish,
Examples:
Christmas eve--la Nochebuena
Three Wise Men--los Reyes Magos
The Holy Family--la santa familia
Midnight Mass--la misa del Gallo

(3) Discuss how our Christmas is similar to theirs and then relate how theirs differs from ours.
Examples:
the beginning of las posadas
their «reyes magos»
the flor de Nochebuena
el día de los Reyes Magos
the piñata and party

(4) Divide the class into groups of three or four to make a piñata. Each group works out what type of piñata it will make and what to fill it with.

(5) Under close supervision of teacher, groups make their piñatas, paint, decorate and fill them. This should take a total of five days (three days for base coats; two days to decorate and fill).

(6) On the day of the fiesta have boys hang the pinatas and enjoy the breaking of the piñatas.

Conclusion: The outcome should produce an awareness of other customs in celebrating Christmas plus an appreciation of what the Spanish value of this holiday means.

FLAMENCO

FOREIGN LANGUAGES/SPANISH

CURRICULUM FOCUS:

1. To present Spain with authenticity and meaning via dance, music and songs.
2. To present the bullfight not as a sport or barbaric curiosity, but as an ancient ritual inherent to the Spanish way of life and death.
3. To realize that in the proud tradition of Spain come various careers, peculiar only to them.
4. To cultivate wise use of leisure time.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas
#54 Understand the relationship between occupational roles/personal economics/life styles
#64 Understand interrelationships: leisure time/one's career
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Brochure from Boston, Flamenco Ballet Co.
Worksheet from '74 Unit on Bullfight

INSTRUCTIONAL PROCESS:

1. Begin class by reviewing details of field trip, i.e. date, day, time of departure, arrival, etc.

2. Begin discussion by asking students what they are anticipating in the performance.

3. Inform them about the show via brochure.

4. Review the main parts of a bullfight.

5. Give handout of program notes-discuss.

6. Stress wise use of leisure time and that what they are going to experience is a work of art to be muchly admired and appreciated.

7. Continue by asking students to see how many careers they can list that are associated with this show.
Direct: dancers, musicians, singers, matador, etc.
Indirect: managers, costume and set designers, understudies, secretaries, publicity managers, teacher, etc.

8. Sum up by stressing that many careers are language oriented at many levels, but that all need some knowledge or appreciation of the Spanish heritage.

Follow up:

9. Day after the field trip, ask the student:
   a. What impressed them most?

   b. If they enjoyed the show.
   c. Did they understand the performance?

10. Discuss all of these, answer all questions, tie up loose ends.

Conclusion: Students learn wise use of leisure time by engaging in a cultural "life style" different from their own. They also become cognizant of several different types of careers peculiar to the Spanish heritage.

PEN PALS

FOREIGN LANGUAGE/SPANISH

CURRICULUM FOCUS:

1. Learn to write informally in target language.
2. Become aware of differences in other cultures/ life-styles.
3. Gain specific information regarding careers in other countries.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#28 Understand the relationship: occupational role/life style
#40 Apply vocabulary of career education to decision making
#47 Develop receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: This will depend upon individual correspondence, but the final outcome can not be accomplished until a reasonable length of time has transpired-perhaps six months.

ESSENTIAL RESOURCES:
Membership to Student Letter Exchange, Waseca, Minn. 56093.
Dictionaries-Cassells Spanish-American Dictionary, Cuyas Dictionary

INSTRUCTIONAL PROCESS:

1. Teacher discusses with pupils the enjoyment of having a pen pal from another country. Try to encourage the country of the "target" language. In Spanish, there are 18 in the Western Hemisphere alone, plus Spain, Spanish Morocco and the Phillipines.

2. Have the class subscribe to the Student Letter Exchange. A nominal cost of 25¢ is needed per person. Send pupils' names and addresses along with their choice of country.

3. In preparation for writing the first letter, learn greetings, salutations for letters and together, in class, compose a sample letter to start using basic elementary ideas, such as:

My name is.........
I live at ....
There are ___ people in my family.
I am ___year's old.
I am studying ______________(language).
My favorite sport is.......
My favorite hobbies are.......
Here is a photo of me. May I please have one of you?

4. When the pupils receive their pen pals' names, they write their letter based on the sample.

5. As students receive answers to their letters, they bring them to class to share with others. Sample letters can continue to be worked on or pupils may on their own develop their own rapport with their pen pal.

6. In time, students should attempt to learn of the career opportunities in that country, as well as the life-style and customs. They should attempt to use the "target" language as much as possible and encourage them to do so.

7. Toward the end of the year, after they have received a sufficient number of letters, have them write an essay comparing the career opportunities available in the foreign country with those in the United States.

FOREIGN LIFE STYLES

FOREIGN LANGUAGES/SPANISH

JUNIOR HIGH

CURRICULUM FOCUS:

1. "Brainstorming" the word Life Style
2. Learning the process of decision making
3. Understanding how decisions come about

CAREER EDUCATION FOCUS:
(DELLA Statement)

#7 Develop an understanding of the concept "Life Style"
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: 15 minutes a day for 10 days

ESSENTIAL RESOURCES:
Slides of Portugal, Spain, and Morocco
You may also want to use Encyclopedia, World Book of Facts, El Español Al Día

INSTRUCTIONAL PROCESS:

(1) Show slides of various countries and/or continents. Add personal comments, if possible, stressing different "life-styles."

(2) Brainstorm the word "life style" and list ideas on board.

(3) From questions on the board, ask each student to write about two of them. Some possible questions are:

a. What did you learn from the slides that is new to you?
b. What impressed you most in the slides?
c. How are foreign life styles similar to ours?
d. How are foreign life styles different from ours?

(4) After the compositions have been written, group them according to expressed interests. Have students discuss and compile with their own group the items presented.

(5) Students will select one person from their group to present their ideas to the class.

(6) After the oral reports have been given, ask students to review their original list of life style compiled during original brainstorm session.

(7) Rank order their composite results.

(8) Ask one student in class to summarize their outcome of life styles. Poll the class to determine how many would be willing to change their life style for a year-how many would not and list reasons.

Conclusion: This activity should develop an awareness of other "life styles", as well as its meaning and give insight into how a decision is reached. It should also develop a sense of selective values.

"TURN ON" TO T. V.

FOREIGN LANGUAGES/SPANISH

CURRICULUM FOCUS:

1. Learn about other cultures/ life styles
2. Learn to positively criticize and evaluate Latin culture in television media
3. Become aware of Spanish words/ phrases used on television

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#07 Develop an understanding of the concept "life style"
#10 Develop a sensitivity toward and an acceptance of others
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One--two weeks

ESSENTIAL RESOURCES:

Current television programs--(e.g. "Chico and the Man," Kotter," "McCloud") Re-runs ("It Takes a Thief," "I Love Lucy," "Bonanza") T.V. Guide would have to be checked, as various television series deal specifically with Language Arts themes

INSTRUCTIONAL PROCESS:

1. Begin with a discussion of television today and what good things can come from it.

2. Brainstorm how television influences people as to:
   a. Styles
   b. Sense of values
   c. Attitudes
   d. Awareness of other cultures
   e. Decisions in every-day living

3. Make a list on the chalkboard of television programs that reflect the Latin culture in one way or another. (speech, dress, attitude, philosophy, etc.)

4. The students will choose several programs to view, keeping a record of their observations based on items developed in the brainstorm session and discussion.

5. At the end of the second week, students will discuss what they have viewed and learned.

6. They will then list the various jobs depicted by the various roles played on television.

7. Students will describe in writing what training or preparation might be needed to perform these jobs and how their understanding of another culture has helped them to appreciate the many careers in the world.

LOS MESES LAS ESTACIONES Y "CAREERS"

FOREIGN LANGUAGE/SPANISH

JUNIOR HIGH

CURRICULUM FOCUS:

1. To learn the months and seasons of the year in Spanish

CAREER EDUCATION FOCUS:
(DELLA Statement)

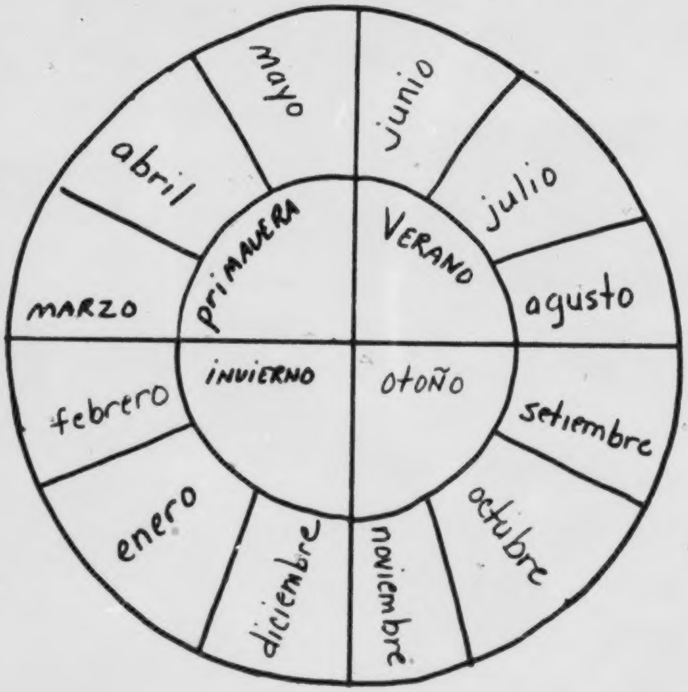
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Calendar, handouts, construction paper, felt tip markers, colored stick pins. (handout is attached)

INSTRUCTIONAL PROCESS:

1. From a handout, the students will pronounce the names of the seasons and the months of the year and fill in the corresponding English words.
2. Students will prepare a chart for each season, putting in three months under each season (in Spanish) (Chart is attached)
3. Students will now research the various careers that are highlighted throughout the year and pinpoint them on the chart with colored pins. Examples:
    a. Fire Prevention week--firemen
    b. Secretary week--secretary, clerk, receptionist
    c. Mail carrier week--postman, deliveryman (parcel post)
    d. Hairdresser week--beautician, barber
    e. Education week--teachers, administrators
    f. Library week--librarian, book salesmen
    g. Father's day
    h. Mother's day
    i. Mental health week--doctors, nurses


PRIMAVERA
VERANO
INVIERNO
OTOÑO
MARZO
abril
mayo
junio
julio
agusto
setiembre
octubre
noviembre
diciembre
enero
febrero

"BABAR AND YOUR CAREER"

FOREIGN LANGUAGE/SPANISH

CURRICULUM FOCUS:

1. To learn how to work together to produce a combined result
2. To learn to trust and share with another
3. To learn to organize and condense material
4. To increase vocabulary in "target" language
5. To improve understanding of grammar in "target language

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#32 Realize one's success in work is affected by one's attitudes
#37 Develop necessary educational/occupational competency
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Five days for translation of story, two days for discussion and evaluation

ESSENTIAL RESOURCES:
Babar Series Books, Editorial Bruquera, S. A. (simplified stories with colorful pictures--adventures of an elephant) 1. Babar y el picaro, arturo. 2. Babar en Familia. 3. Historia de Babar el elefantito. 4. Dictionary (Spanish--English)

INSTRUCTIONAL PROCESS:

1. Students are divided into groups of three or four. Each group is given a book.

2. Working together in their groups, students are to read and translate their story.

3. When students finish, they are to condense their story on paper (in English) and hand it in.

4. On a given day, one person from each group will present their version to the class. (in English)

5. After all the stories have been presented, the teacher will ask each group what they learned from working together and how this could carry over into a career.

Example:
   a. learn to "give and take"
   b. learn teamwork can be important
   c. learn "two heads are sometimes better than one."

Students should become aware of the fact that a combined effort for a common cause can be a good thing and that working together can pay off.

AN IMPOSSIBLE DREAM?

FOREIGN LANGUAGES/SPANISH

JUNIOR HIGH

CURRICULUM FOCUS:

1. To understand the classic, "Don Quixote de la Mancha"
2. To realize the value (the lesson of morale) this story holds for people today

CAREER EDUCATION FOCUS:
(DELLA Statement)

#63 Understand differences between leisure time and idleness
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Five--seven class periods

ESSENTIAL RESOURCES:
Ancora Filmstrip, Literatura Universal--"Don Quixote de la Mancha I, II"
Record--"Man of La Mancha"--original soundtrack--Stereo--Kapp Records.
You may want to read the novel--Don Quixote de la Mancha--por Miguel de Cervantes Saavedra.

INSTRUCTIONAL PROCESS:

1. Discuss with the class the value of establishing worthy leisure time activities. Stress reading good books, seeing good plays, attending concerts, operas, sports, etc.

2. Discuss the merits of good literature and lead into the novel Don Quixote de la Mancha.
   a. Why is it considered good literature?
   b. What makes it a classic?
   c. What does it teach us today?
   d. How has it influenced the world?
   e. Discuss the story--plot, characters, setting, etc.

3. Show the filmstrip--discussing as you view it together.

4. Discuss the musical or stage version and compare it with the book.

5. Play the record--"Man of La Mancha"--Discuss.

6. Each student will write a brief composition telling the story and explaining the (theme) and how the book influenced him/her.

7. If time permits, have students read a few chapters of the book--and explain them to the class.

Examples:
   a. The "windmill" battle.
   b. The "dubbing" of Don Quixote.
   c. The meeting of the Lady "Dulcinea"
   d. The "Golden Helmet of Mambrino"

STEREOTYPING

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Study of Women's role in American society.
2. Biographies of famous women.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#56 Recognize that society needs labors of all its people
#43 Recognize restrictions in the decision-making process.

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:
Biographies of famous women, Women's Day and Family Circle, magazines, newspapers

INSTRUCTIONAL PROCESS:

Ask the students to read a biography of a famous woman. Some suggestions are: Oh! Lizzie by Doris Faber, Shirley Chisholm by Susan Brownmiller, I Always Wanted to Be Somebody by Althea Gibson, the anthology, Modern Short Biographies and Don't Fall Off The Mountain by Shirley MacLaine. Have the class share their thoughts about what they read through a class discussion and by creating a book jacket, mobile or diorama. Perhaps the students would like to role-play their characters by acting out a scene from the book, or by creating a new situation and role-playing the behavior they would anticipate their character to have based upon what they read.

Ask the class to gather data from magazines and newspapers about prominent women today, locally, nationally or internationally.

Define stereotyping, sexism, discrimination and chauvinism. Ask: What stereotypes exist and have existed about women? Why? How do you feel about them?

Discuss the advantages and disadvantages of mothers working outside the home. Role-play a family discussion about a mother getting a job outside the home. Complicate the family situation in different role-playing episodes by adding factors such as a new baby and/or economic needs, etc. Ask what are a mother's alternatives? How would you feel? Did any of the women you read biographies of, face a similar situation? How did they resolve it? Why? What factors entered into their decisions?

POEMS AND POETS

LANGUAGE ARTS/POETRY

CURRICULUM FOCUS:

1. Study of poets and their poetry
2. Study of the relationship between a poet's changing self and his changing poetry style, content, tone, message

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

Biographies or reference materials about poet's life. Samples of poetry written during different stages of poet's life. You may want to use records of poets reading their own works.

INSTRUCTIONAL PROCESS:

Have the students read about, or view films about, or hear lectures about a poet's life. Have students study samples of this artist's poetry and analyze it in terms of style, tone, content, message. Have the student analyze the relationship between the poet's poetry and his changing self and life circumstances.

Supplemental Resources· The Arco - Rosen Career Guidance Series. A series of books about major careers in practical terms for young people. Cost: $1.95 each (estimate) Arco Publishing Company, Inc.

PERSONALITY CHANGES IN BIOGRAPHIES

LANGUAGE ARTS/LITERATURE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Reading and appreciation of biographies and autobiographies.
2. Writing compositions

CAREER EDUCATION FOCUS:
(DELLA Statement)

09 Recognize that development of self is constantly changing
18 Recognize continuous process occurring in and out of school

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Biographies and/or autobiographies, paper, pencils, list of career clusters, Dictionary of Occupational Titles, Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

After reading an autobiography or biography of a person associated with a career cluster of the student's choice, the student will trace in written form, the emerging and gradually changing patterns of personal characteristics that resulted from the subject's experiences, decisions and opportunities. Have the students consider whether they would have made different decisions had they been in the character's place. What effect might these decisions have on subsequent opportunities, experiences, decisions and careers.

UNDERSTANDING A NOVEL

LANGUAGE ARTS/LITERATURE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Reading a novel
2. Discussing characters' feelings

CAREER EDUCATION FOCUS:
(DELLA Statement)

17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Death Be Not Proud by John Gunther

INSTRUCTIONAL PROCESS:

Ask your students to read Death Be Not Proud. It is the story of a teenage boy, John Jr., who develops a brain tumor. Through the course of his disease, his love for learning increases and becomes a driving force in his life. Discuss this book in relation to the following questions:

1. What was most important in John Jr.'s life? Why?
2. Compare John Jr.'s zest for learning with your own.
3. How did John Jr.'s family influence his desire to learn?
4. If you were stricken with a disabling or fatal disease, how would your react? Feel? Would you change how you were living your life?
5. What is most important in your life?
6. Examine John Jr.'s parents' reactions and feelings about his disease.

Supplemental Resources: Death and Dying: Closing The Circle. Three filmstrips with sound. Cost: $64.50 (estimate) Guidance Associates

BEHIND THE DECISION

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop decision-making skills.
2. Study personalities of characters.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action
#43 Recognize restrictions in the decision-making process
#46 Recognize the need for making a meaningful career choice

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
TAB Creative Teaching Unit-"Decision Making"-visuals, index cards.

INSTRUCTIONAL PROCESS:

Following the reading of The Coming Down Time by J. Oppenheimer, the student will engage in the following activities:

1. Groups of four or five students will examine visuals of decision-making situations and decide what decision they would make given similar circumstances. The group leader will report the group's findings to the entire class.

2. Teacher-directed discussion of basic steps in the decision-making process which may or may not have been involved in the decisions they (the students) would have made in the visuals.

3. Make a list of decisions which Karen makes in the course of the novel. In small group discussions, students decide whether Karen made sound, mature decisions. (Decisions are listed separately on index cards; one card is given to each small group).

BEHIND THE BADGE

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Law and law enforcement.
2. Discussion of character.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#27 Understand process of developing a "career"
#28 Understand the relationship: occupational role/life style
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Paperback novel-The Coming Down Time by J. Oppenheimer, State trooper for guest speaker, County sheriff for videotaped interview, Film-" The Novel: Character"-Encyclopedia Britannica series.

INSTRUCTIONAL PROCESS:

Following a seven-day reading of The Coming Down Time by J. Oppenheimer, the following activities should ensue:

1. Invite a State trooper to speak with the class about his job.

2. A group of five to seven students will conduct a videotaped interview with the local sheriff, who discusses his career. (See Interview Sheet Appendix)

3. Have the group present their videotaped interview of the sheriff. A question-and-answer period will follow, and/or the group will give personal reactions to their experience.

4. Discuss characteristics of a person who should pursue a career in law or law enforcement.

5. View the film "The Novel: Character" and ask the students to identify elements of the character of the sheriff in the novel.

6. In a small-group discussion, compare the students' impressions of the local sheriff and State trooper with the students' impressions of the sheriff in the novel. (Students will use their own written character sketches of the sheriff in the novel as a basis for comparison).

ORPHANS OF WEALTH

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Visual interpretation
2. Discussion
3. Poetic interpretation of song lyrics

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#30 Realize: work is an integral part of life style
#31 Develop positive attitudes toward employment
#17 Reocgnize role of education in career and life goals

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Don McLean "Orphans of Wealth"
Gordon Parks photographs on slides and pictures of beautiful people.
Johnny Cash "Welfare Cadillac"
Story, Stinkin Creek (Lawanna Trout Fulklore)

INSTRUCTIONAL PROCESS:

Read Stinkin Creek. Discuss quality of life in Stinkin Creek. Discuss the welfare requirements and benefits. Why can't Stinkin Creek "pull itself up by its bootstraps?"

Using Don McLean's "Orphans of Wealth" and Johnny Cash's "Welfare Cadillac" as a musical background, show slides of photographs of Gordon Parks. Contrast these with shots from magazines that tend to portray life in this country.

Discuss the lyrics of Don McLean's song. Compare it with Welfare Cadillac. Whom do you think is really "telling it the way it really is?" Compare this with what most of us want in life. Is welfare really the life it's supposed to be or a humiliating method of existence? What is the role of education?

WHAT A CHARACTER

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Understanding characters in fiction.
2. Developing characters in writing.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: One class period or more

ESSENTIAL RESOURCES:
Novels, plays, short stories of teacher or student's choice

INSTRUCTIONAL PROCESS:

Read, preferably with the class, a piece of chosen fiction. Discuss how the author developed his characters (i.e. the way in which they speak, the way they dress, personal characteristics, what others say about them, etc...). To get students to feret out this information, ask them how they determine if they want to get to know a new student. How do we judge others? How do others judge us? How does the author get you to like or dislike a character? How can we make others judge us favorably?

From this discussion a student should be able to apply this information not only to the creation of his own fictional character in a short character sketch but to himself regarding his relationships with others.

FIRST DAY ON THE JOB

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Short story-character, theme
2. Writing activity
3. Discussion skills

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#27 Understand process of developing a "career"
#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: Two days

ESSENTIAL RESOURCES:
1. Short story-"Rookie Cop" by B. J. Chute
2. Paper, pencil

INSTRUCTIONAL PROCESS:

As a homework assignment, have students consider what their first choice for a career would be after they have finished school. With this choice in mind, students are to write a brief short story about their first day in that career.

Day one - Divide the class into small groups to read their stories and to decide which is the best story, representative of the group. Then have these stories read to the entire class. Assign "Rookie Cop" for home reading.

Day two - Distribute copies of the following questions and discuss:
1. Does Joe Mason have a career goal set for himself?
2. What are some of Joe's duties on the beat?
3. What were some qualifications Joe had for being a cop?
4. What things learned at the Academy does Joe use on the job?
5. What are some differences between Officer Ryan (the experienced cop) and Joe (the rookie)?
6. What new knowledge does Joe gain on the first night?
7. What was Joe's attitude at the beginning of the story?
8. How does Joe's attitude change during the first night?
9. In what way(s) does your story of the first day on the job compare with Joe's?

LIFESTYLES

LANGUAGE ARTS/LITERATURE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Developing oral and written communication skills
2. Developing reading skills
3. Study of "The Short Story"

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "Life Style"

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Discuss the meaning of "life style." Ask the students to decide what factors inherent in a given occupation will have an influence on life style (e.g. salary, mobility, attire, etc). Discuss the observed life styles of people in which they might be interested (ex. movie star, singer, professional athlete). Ask the students to write or think about the life style they desire to have, and the occupational clusters that would afford them these opportunities. If the book, Life Styles: A Collection of Short Stories, Rockowitz, ed., published by the Globe Book Company, is available, ask the students to read it.

MONEY AND HAPPINESS

LANGUAGE ARTS/LITERATURE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Reading poems, short stories, plays

CAREER EDUCATION FOCUS:
(DELLA Statement)

#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Literature

INSTRUCTIONAL PROCESS:

From a wide range of literature (poems, short stories, plays, novels) dealing with the general theme of people who have equated money with happiness, ask each student to read a few works. Organize a class debate around the idea that money is essential or not essential for happiness. Ask the students to use material that they read as a basis for their arguments. They can agree or disagree with what they read and choose to be on whatever side of the debate they wish. To develop a collection of literature dealing with this theme, solicit help from the librarian and other faculty members.

Supplemental Resources: Eve of Change. Six cassettes with sound and guide. Explore attitudes toward women; exploitation, job disparity, social subservience, financial discrimination. Cost: $79.50 (estimate) Westinghouse Learning Press.

Jobs and Gender. Filmstrips with cassettes. Cost: $48.50 (estimate) Guidance Associates.

STEREOTYPES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Learn meaning of term, "stereotype."
2. Awareness that many characters in literature are stereotypes.
3. Realization that real life roles or occupations should not be stereotyped.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#30 Realize: work is an integral part of the total life style
#34 Recognize that occupational stereotyping is undesireable

ESTIMATED CLASS TIME: Two or three class periods and homework research

ESSENTIAL RESOURCES:
Newspapers, magazines, instamatic cameras and films, art paper or poster board, paste, markers.

INSTRUCTIONAL PROCESS:

Explain the term, "stereotype." Point out the stereotypes in the literature read thus far in class.

Have each pupil make a collage or scrapbook of pictures depicting what they think is the stereotype of one of the following categories: (or make up your own categories) "hippie," "teacher," "lawyer," "politician," "cop," "lard hat," "hero," "crook."

Display and discuss what the pictures in each collage or scrapbook have in common, and how accurate they are, etc.

Teams of four pupils are then to go into the community with a camera and take pictures of 5 teachers in the district, the policeman in the community, 5 men with "hard hat" occupations, 5 students who are considered school heroes, 5 local lawyers, 5 politicians (here perhaps they will have to resort to newspapers), newspaper pictures of apprehended "crooks," (even a "hippie" cult if you have them around).

Film is developed and each team then prepares a collage or scrapbook of the "real" pictures.

Compare the "real life" pictures with the stereotypes. Unlimited discussion can follow. Ask:

1. How are the pictures alike or different?
2. Are one class of people really different from another?
3. Is stereotyping fair?

SPORTS IN THE NEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Increasing reading comprehension.
2. Motivation of interdisciplinary awareness.
3. Stimulation of creative thinking.
4. Expansion of knowledge and encouragement of further inquiry.
5. Learning basic research skills necessary for accumulating data.
6. Learning how to extract key information from accumulated data.
7. Learning to formulate precise questions designed to elicit information.
8. Learning to write a descriptive account of an event.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#27 Understand process of developing a "career"
#30 Realize: work is an integral part of the total life style
#47 Develop a receptivity for new ideas/exploration of new ideas
#62 Develop vocabulary to differentiate leisure time activities
#64 Understand interrelationships: leisure time/one's career
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
The Sports Illustrated Learning Program (Time, Inc.) available through ModuLearn Inc.

INSTRUCTIONAL PROCESS:

Obtain copies of Sports Illustrated for the students to read and write questions for each story or order a sample learning program from ModuLearn which includes a Sports Illustrated issue with an individualized learning packet. They will send you a sample which is complimentary. Consider subscribing to the service which provides several copies of each current issue of Sports Illustrated along with several individualized learning packets for each issue. These learning packets develop most language arts skills.

If funds are not available for you to order this program, consider using current magazines as the basis for instruction. Students can write questions for the stories to be answered by their classmates or you can write and/or discuss questions for each story. The opportunities for creativity and variety here are abundant.

THE FINANCIAL PAGE

LANGUAGE ARTS	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Develop the ability to read and understand the financial page of a newspaper 2. To increase pupil's vocabulary of financial terms	#51 Be familiar with basic economic concepts #60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: Three class periods (45 minutes)

ESSENTIAL RESOURCES:
How to Read your Newspaper, Chapter 18, (Harcourt Brace, Jovanovich, Inc., 1970)

INSTRUCTIONAL PROCESS:

Assign pupils Chapter 18, page 238-248. If only one copy is available, read or discuss these topics with them, then make up questions based on news articles similar to the ones pictured in the text.

Topic one: Why do People Buy Stock?

Topic two: How to Read the Stock Market Tables. Every pupil should have a copy of the stock market table from a local newspaper.

Follow discussion with Exercise three: How to Read Tables. Each pupil should use his stock market table to answer the following questions. Use the fractions as given in the table without changing them to dollars and cents. Example:

1. What was the highest price paid for Abbott Laboratories (or any other place the teacher decides to use) during 1975-76?

Exercise four: How to Figure Dividends. Each pupil should again use his stock market table to do this exercise. Pretend that you own the stock described in each question below. First look up the name of the stock in the table. Find the annual dividend per share. Then multiply the dividend by the number of shares you own to see how much your dividends will be. Example:

1. You own 100 shares of Ala Gas. Look up the dividend in the table and you will see that it is .96. Multiply the dividend by the number of shares you own.

Topic three: How the news affects the Stock Market. Every pupil should read the sample article on page 244 or bring in one article from a local paper illustrating this idea after it has been discussed.

Vocabulary on page 245 should be learned. Words included are: Profit-takers, Majority-of-issues, Big board, Market averages, Indexes, Market indicators.

Topic four: Practice in Your Local Newspaper. Practice one--Skim the financial pages of your newspaper and try to find at least five examples of the "day-to-day lingo of Wall Street." Bring the words or clippings to class.

Practice two: Select a stock you think you would like to buy. Try to find news notes on the business pages to help you.

Other practices are included in the text.

ADVERTISEMENTS: READ WITH CARE

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop skill in writing want ads.
2. Develop skill in getting information from an ad.
3. Develop the ability to read between the lines: inference.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#48 Understand the need to take responsibility for own decisions
#49 Develop effective decision-making strategies and skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Three class periods (45 min.)

ESSENTIAL RESOURCES:
Text-How to Read Your Newspaper, Chapter 15 (Harcourt Brace, Jovanovich, Inc., 1970)

INSTRUCTIONAL PROCESS:

Ask pupils to read pages 196-198 of text, or if only one copy is available, you might read it to them.

Assign Exercise 1: "What Do Ads Really Mean?", page 198. Below is a copy of the first question as an example.

Put a check in front of the statement that comes closest to what you think.

1. "Quantities are limited-Don't wait," probably means:

   a. _____ The store is definitely going to sell out before you have a chance to get there.

   b. _____ The store wants you to think that you have to hurry.

   c. _____ The store is worried that you will be disappointed.

Follow these exercises with appropriate discussion.

Class should then work on Exercise 2: "Writing Your Own Ad." Follow directions on page 199 or make up an example the class can work on together.

Exercise 3: "Getting Information From an Ad," page 201.

Exercise 5: "Getting the Best Buy," page 202.

Exercise 6: "Inferences," page 203.

Exercise 8: "Discussing the Cost of Credit," page 204.
Class discussion must follow each exercise.

EXPLODING THE "MYTH"

LANGUAGE ARTS/COMPOSITION

CURRICULUM FOCUS:

1. Basic reading skills
2. Values clarification
3. Decision-making skills
4. Persuasion/argumentation
5. Basic sentence structure

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#34 Recognize that occupational stereotyping is undesirable
#35 Be aware of the value of acquiring marketable skills
#36 Aware of own multi-potentiality as to marketable skills
#52 Realize how the labor market affects the nation's economy
#54 Understand the relationship between occupational roles/personal economics/life styles
#56 Recognize that society needs labors of all its people
#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Phone books; various local newspapers, 5"x8" index cards; set of colored pencils, markers, or crayons; paper, pencils, list of 15 career clusters.

INSTRUCTIONAL PROCESS:

Students should scan the want ads of local newspapers, as well as the Yellow Pages to make a list of occupations presently available in their community, or surrounding areas. All the jobs should be categorized by one of the following terms: "professional"; "skilled"; "semi-skilled"; and "unskilled". After all jobs have been categorized each student should choose one in each category and make up a job card for it. The job card should contain the title of the job and a description of it. Color-coding may be helpful in separating the jobs into the four categories previously mentioned. Next, the class should make a scale from one-to-five and rank the various jobs according to their prestige or status, (or lack of either). Use five as a high rating and one as a low rating.

Conduct a discussion based on questions similar to the following:

(1) Does any category dominate a certain level of the scale? Why do you feel this has occurred?
(2) How many occupations occupy more than one level?
(3) What other factors influence the ranking of a job besides prestige?
(i.e. education, income, indoor versus outdoor work, etc.)

(4) What does too much or too little status show about an occupation?
(5) How can this affect a job market?

Using the job cards developed earlier in this activity, ask the students to choose one of the poorly-rated or low-ranked occupations and in a proper persuasion/argumentation form, write a paper defending the necessity of the chosen occupations. Have the students use these areas to guide and structure their papers:

a. Why is this particular job held in such disfavor?
b. Why is this job necessary?
c. Is the stereotyped rating assigned by the class, a fair one?
d. In what ways might a career in this field be rewarding?
e. What might be some possible benefits of this job?

CAREERS AND THE LIBRARY

LANGUAGE ARTS/RESEARCH

CURRICULUM FOCUS:

1. To learn how to use the library.
2. To learn the many functions of the library.
3. To learn how to do research.
4. To learn that information on careers can be gathered in the library.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#14 Understand interrelationship between education and work
#15 Be aware of multiplicity of skills, knowledge in education
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: 8 days

ESSENTIAL RESOURCES:
A library, handouts (attached)

INSTRUCTIONAL PROCESS:

1. Discuss with students the importance of a library. List on the board the services a library offers.

2. From a handout of 15 questions, the students will go to a library and search for pertinent information about the library and its functions. (See attached sheet)

3. Students will answer specific questions using the library facilities by comparing and evaluating resources.

4. Students will submit their finished work to the teacher for evaluation.

5. The class will then discuss what they have learned from this unit, as well as the careers they have become cognizant of through the use of the library.

6. The class will take a field trip to the public library in town and research what materials can be found there pertaining to careers.

7. They will summarize their field trip in class on paper.

THE LIBRARY

The library is one of the most important and useful areas in the school. It has a variety of functions. Answer the following questions by making use of your library.

1. Draw a floor plan of the school library. Put it on the back of this paper. Label the following areas:

   a. Circulation Desk
   b. Reference books
   c. Card catalogue
   d. Biographies
   e. Fiction
   f. Non-fiction
   g. Story collections
   h. High circulation (popular) books

2. Where is the card catalogue located? According to the C.C., under what cards would you find the book "Abraham Lincoln--The Prairie Years and The War Years" written by Carl Sandburg?

3. Look up the meaning of the word bicentennial in two different dictionaries. Name each dictionary and tell the meaning as it is given. Explain how the definitions are different and how they are the same.

4. Name the different kinds of dictionaries found in the library.

5. Go to two encyclopedias and look up the American Revolution. Compare how each encyclopedia presents them. Name each encyclopedia used.

6. What different encyclopedias are there? Name them.

7. Compare the United States in two Atlases. Name the Atlases and tell how the U.S. is alike and different in these Atlases.

8. Name the almanacs in the library. What types of information do they contain?

9. Where are the Special Reference books located? What kinds are there?

10. Where are the "High Circulation" books located? What kinds are there?

11. Which types of books can be taken out? Which type cannot be removed from the library?

12. How are Fiction, Non-fiction and Biographies arranged?

13. Make a list of 12 titles of Bicentennial books in the library.

14. What services does the library offer?

15. Find 12 books in the library that deal with specific careers and name them.

"WHICH CAREER IS YOU?"

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Keeping records
2. Oral reporting
3. Researching

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(LELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#40 Apply vocabulary of career exploration to decision-making
#46 Recognize the need for making a meaningful career choice
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Ten Days

ESSENTIAL RESOURCES:
Career Cluster Packets - CSIU
Notebooks

INSTRUCTIONAL PROCESS:

1. Students will investigate the 15 career clusters and discuss them generally.

2. Each student will choose a cluster and research a career within it.

3. Each student will compile a career notebook based on his/her interest. The notebook will include:

   a. type of training needed or education necessary
   b. advantages/benefits
   c. disadvantages
   d. skills necessary
   e. hours involved
   f. pay
   g. brochures, pamphlets, tape recordings of interviews

4. Each student will report to the class on a career

5. All notebooks will be put on display for other students to peruse

HOW TO USE THE DICTIONARY OF OCCUPATIONAL TITLES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Introduction of this reference book (volumes I and II).

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations careers
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:
Dictionary Of Occupational Titles, I and II., The Occupations Finder of the Self-Directed Search, over-head projector (or chalkboard), paper, pencils

INSTRUCTIONAL PROCESS:

1. Give each student The Occupations Finder, paper and pencil.

2. Explain how to use the booklet.

3. Explain how to locate information in The Dictionary of Occupational Titles, I and II.

4. Give the following assignment, listed on an overhead projector or chalkboard:

   a. Select an occupation in The Occupations Finder.
   b. Using the code letters, list the kinds of work involved.
   c. Using the one digit numbers, list the education required.
   d. List the six digit number from the Dictionary of Occupational Titles.
   e. Look up this number in volume II, and select one of the occupations listed under this number.
   f. Look up this particular occupation in volume I, and write a brief description of the activities involved.

5. Encourage a class discussion of why job descriptions are important and why they sometimes differ.

9) Clear off a section of the bulletin board for the display "Careers Around the World."

10) When the replies arrive, ask the writers to read their letter to the class. Preserve the letter by mounting it in clear plastic film, and display it on the bulletin board.

Below are examples of questions the students might ask in their letters:

For sports leaders: How did you get started in your career? Did you play baseball in grade school? How may hours a day do you practice? What was your most exciting game?

For political leaders: What courses did you take to prepare for your career? Do you like your political career?

For entertainers: Did you ever think you would be so successful in your career: How long have you been singing? How much do you earn from a single record:

Basically the letters should:

a) Compliment the person on their success and explain the reason for the students writing

b) Ask questions about the career and whether the person truly enjoys his/her work, and why the student is interested in the career

c) Thank the person for reading the letter and usually ask for a photograph.

HOW TO USE THE S.R.A. HIGHER EDUCATION PLANNING KIT

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Reading for meaning
2. Vocabulary
3. How to use the S.R.A. Career Information Kit
4. Reading to a group

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#3 Understand relationship: self-characteristics/performance
#14 Understand interrelationship between education and work
#15 Be aware of multiplicity of skills, knowledge in education
#16 Understand need for continuing education in a changing world

ESTIMATED CLASS TIME: Three hours

ESSENTIAL RESOURCES:
S.R.A. Career Information Kit, Paper, pencils

INSTRUCTIONAL PROCESS:

1. Show students the kit and explain how to use it. (numbered cards).

2. Students select a specific career to read about after examining the list of careers included in kit.

3. After reading about their chosen careers, the students will write a brief summary about that career which they will read to the class.

4. Students explain why they would, or would not, like to have a job in that field.

CAREERS AROUND THE WORLD

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing letters for information
2. Using research skills
3. Making oral reports

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

27 Understand process of developing a career
26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Variable, depending on number of assignments in unit

ESSENTIAL RESOURCES:
You may want to use World Book of Facts.

INSTRUCTIONAL PROCESS:

1) Begin this unit by having a discussion about world leaders--political leaders as well as leaders in entertainment, sports, service, literature, and education.

2) Give each student in the class the opportunity to nominate one person for the class list of world leaders.

3) Ask each student to choose a person who has been highly successful in a specific field of work. Research that person and his/her career.

4) Ask the students to prepare a one or two minute talk to persuade the class that this person should be in the class list of world leaders.

5) After the list is established, ask each student to compose a letter notifying the people that they have been selected to be on the class list of world leaders.

6) In the letter the student should ask questions about the person's career, and request photographs.

7) An important learning aspect of this activity is locating the addresses of world leaders. They might use the current World Book of Facts.

8) After the letters have been proofread, have the students rewrite them on school stationery, using the school address as the return address. If some letters are to go overseas, take a trip to the post office to determine the correct postage.

HERITAGE EXCHANGE

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Library skills
2. Writing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#16 Understand need for continuing education in a changing world
#18 Recognize developmental processes occurring in and out of school
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Ongoing for one year

ESSENTIAL RESOURCES:
Library, museums, historical places, local people

INSTRUCTIONAL PROCESS:

It is the intent of this activity to help the students to become aware of their own environment and that of others in America.

A. Find a school in another part of the country or state with which to exchange information.

B. Pick areas of interest to exchange information about.

   1. Local histories.
   2. Types of people who settled this area.
   3. Customs of this area.
   4. School-activities, sports, classes, etc.
   5. Occupations.
   6. Etc.

C. Have children make reports, collections, interviews (tape), draw pictures, take pictures, etc. describing their own school and community.

D. Make an oral report of the information collected to the class.

E. Send this information to the cooperating school.

F. Display, listen, and read materials sent to you from the cooperating school.

COMPETITION AND COOPERATION

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Learning about personal values.
2. Learning about emotions and reactions.
3. Dictionary skills.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#04 Understand that personal characteristics can be changed
#05 Recognize relationship: Self-characteristics/decision-making
#08 Develop a positive self-concept
#48 Understand the need to take responsibility for own decisions
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:

Dictionary-you may want to make up ditto sheets with definitions for easy referral by students during discussions.

INSTRUCTIONAL PROCESS:

Discuss dictionary definitions of competition and cooperation, along with related words (e.g. compete, competitor, compensate, competitive, cooperate, cooperative). Compare the economic and ecological definitions of both words, to show the meanings of these words in human society as well as in the world of nature.

Try to broaden the discussion so students will be able to talk about some of their anxieties (about competition) so they will understand part of the reason for the discussion to reduce some of their anxieties by helping them to become able to think and reason rather than merely react. Why do some people withdraw from situations involving competition and/or cooperation, while others use these means to develop their own self-esteem and abilities to interrelate? How do sports and other activities utilize the principles of both competition and cooperation? Is avoiding competition a good way of handling a situation? When? When not?

What are the values of having rules in a game? Laws in a society? Often when we talk about what "should be", we are talking about changing what seems unfair. How often are situations really fair to everyone? Is life really fair most of the time? What does "taking advantage of a situation mean? When is it all right to "take advantage of a situation?" When is it not all right? Does giving up and feeling sorry for ourselves change anything? How do people develop initiative in competition? In cooperation?

RE-CON

LANGUAGE ARTS

CURRICULUM FOCUS:

1. To improve pupil's ability to portray a character with appropriate emotion.
2. To improve pupil's ability to interpret a situation spontaneously.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#10 Develop a sensitivity toward and an acceptance of others
#54 Understand the relationship between occupational roles/personal economics/life styles

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Re-Con Educational Game (CSIU Instructional Materials Catalog, #G31). You may also wish to use Cemerel Characterization Kit emotion booklets and masks.

INSTRUCTIONAL PROCESS:

Divide the class into two groups. Assign each group the characters in Re-Con. Follow instructions included with the game. The pupils may use the masks from the Cemerel Kit to assist them in portraying their character with the appropriate emotion.

Follow the game with discussion of the character roles that had been portrayed:

What occupational roles were represented?

How did this occupation affect their life style in the game?

How did this occupation affect their outlook on the problem?

What economic stresses caused each character to vote as he did?

Were the characters portrayed realistically?

Did the pupils reflect attitudes from home when they played their part?

BACK TO BACK

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Multiple copies of block drawings. (See attached sheets)

INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse roles and new drawings are handed out. The process remains the same.

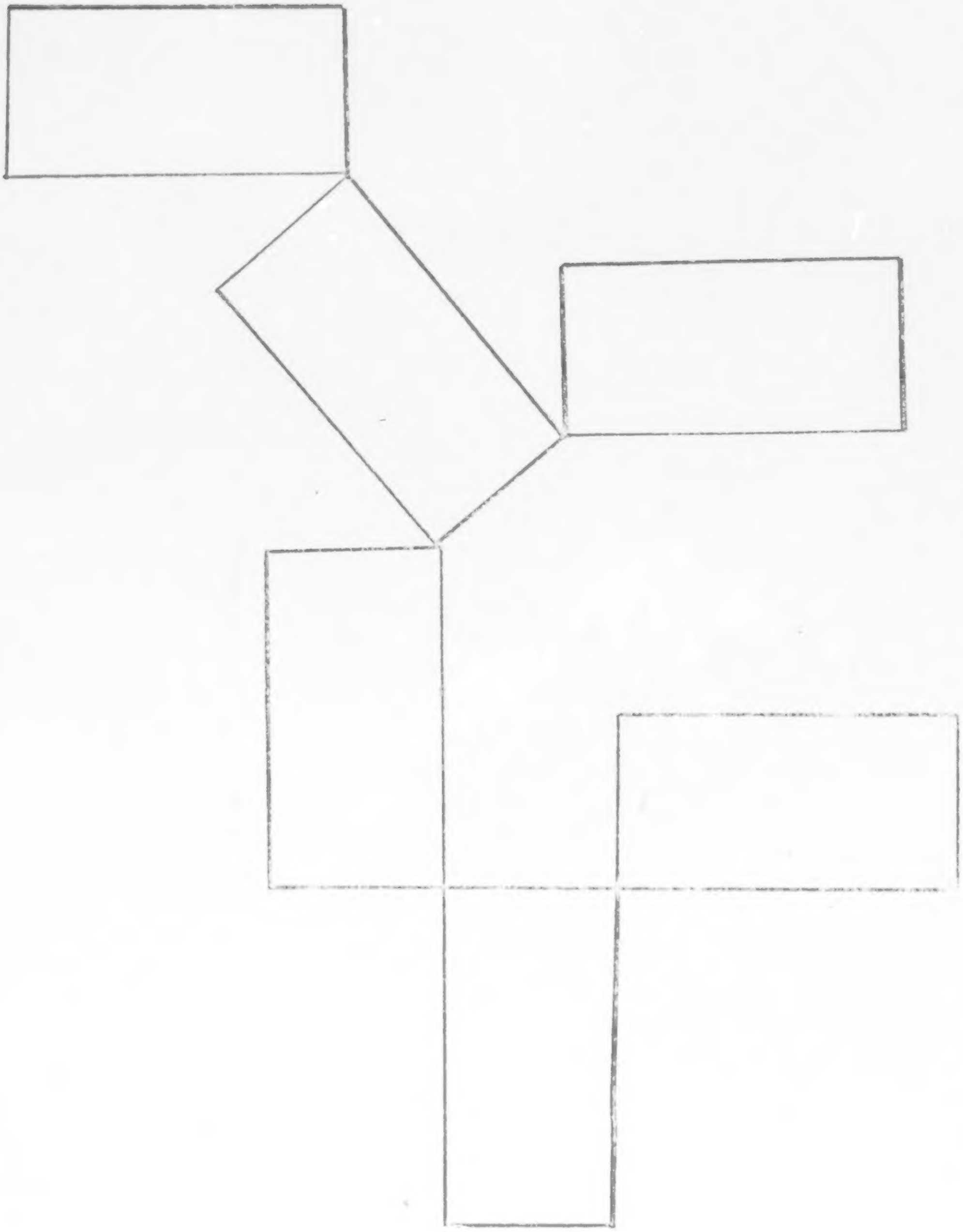
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

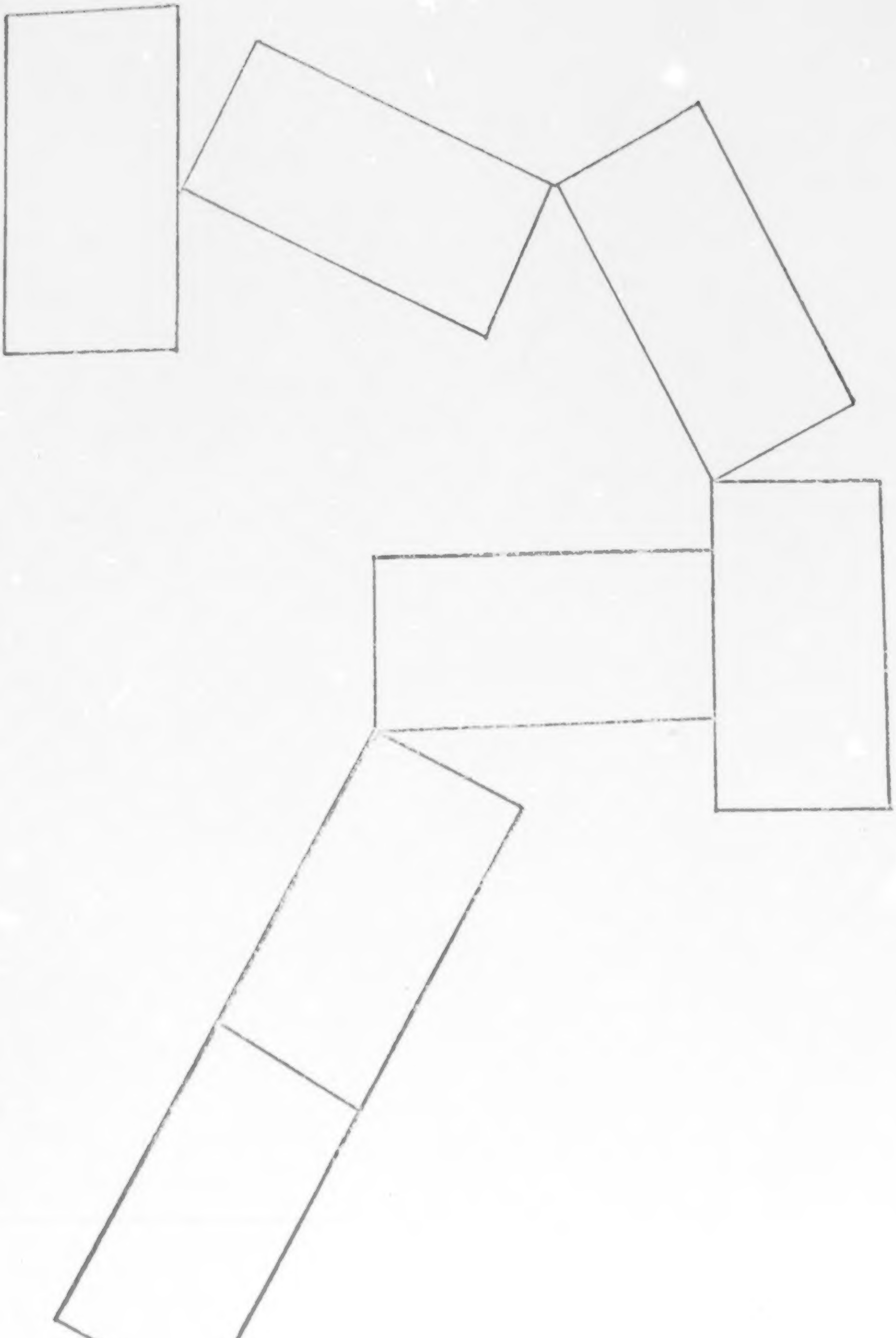
After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient.

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process, however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.





LEARNING ABOUT OURSELVES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Self-awareness
2. Self-expression
3. Writing descriptive sentences

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

28 Understand the relationship: Occupational role/life style
30 Realize: work is an integral part of the total life style
36 Aware of own multipotentiality as to marketable skills
33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Three class period

ESSENTIAL RESOURCES:
Cameras, Scrapbooks, Film, Cardboard boxes, Scrap magazines, and Newspapers, Dictionary of Occupational Titles

INSTRUCTIONAL PROCESS:

The teacher may have written on the board something similar to this: If nine-tenths of all icebergs is under water, then how much does an observer really know about icebergs? If most of your personality is hidden inside, then how much do others know about you? How much is hidden from view?

Students should pair off with classmates they feel they know fairly well. Each person is to make notes on what the other is like. For instance, their interests, activities, hobbies, likes, dislikes, talents, abilities, skills, strong personality traits, and anything else that might help an imaginative person get the feel of what the other is like. At the end of the allotted time, approximately five minutes, the student is to predict the career of his partner in the future.

Students exchange notes, read them and discuss them for three or four minutes. Volunteers may describe the experiment to the rest of the class, discussing in which way the partner was correct, and in ways in which some of the attributes were hidden from view. They should try to discuss what new things partners discover about one another, or how they feel about having another person look at them so closely.

For a general class discussion, the teacher may present the idea that many people never really take a good look at themselves. Sometimes they are too busy, sometimes they are afraid of what they might see, sometimes they feel that self-analysis is a waste of time. Questions to stimulate duscussion may include: What ways may periodic self-evaluations be useful? Could self-exploration help you to achieve more at school, at home, in friendship, or in planning a career? How? In the discussion include references to the value of thinking about a suitable career.

YOU'RE DIFFERENT; I LIKE YOU

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Oral interpretation
2. Communication
3. Character analysis
4. Feelings and attitudes
5. Discussion

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relations

ESTIMATED CLASS TIME: 15 minutes to a class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Have students sit quietly in a large circle-"Indian fashion." A volunteer steps to the center of the circle. Each student in the circle must look at the student in the center (stress eye contact) and compliment him/her. The student in the center must look at the student who is giving the compliment and respond to it. Each student in the circle should think of a different compliment, if possible. Repeat for as long as you have volunteers. This idea is from Jeffrey Schrank's Teaching Human Beings-1001 Subversive Ideas.

GAME: MY LEMON

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Everyone is unique and an individual.
2. Introduction to the study of individual differences.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

08 Develop a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Several lemons, you may want to use--Career Education Program (Houghton-Mifflin).

INSTRUCTIONAL PROCESS:

Play My Lemon game. Each student or small group quickly examines a lemon, after which the lemons are mixed together. The students then try to retrieve their own lemon, usually with some difficulty. On a second try, allow students to examine the lemons thoroughly. This normally permits greater ease of identification. This activity is good for stimulating a discussion on individual differences.

TALENT SHOW

LANGUAGE ARTS/COMMUNICATIONS

CURRICULUM FOCUS:

1. Developing skills to perform on stage in front of an audience.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Hold a talent show for your class, grade or school. Encourage students to think of ways they can contribute to the show (ex. playing musical instruments, dancing, poetry reciting, plays, dramatizations, pantomimes, jokes, etc.).

As the members identify activities for themselves (individually or in small groups), have them plan the total program, the method of judging or recognizing, and who will be the audience. Everyone should have an opportunity to be "on stage."

Longer range activities may include suggestions that each student devise a way of checking themselves. Encourage them to be inventive and as out-of-the-ordinary as possible. For example, someone might create a "Me Box" by covering a large cardboard cube with pictures, sketches and slogans cut from magazines or other sources that they feel represent some of their own personality, daily activities, and life style. Possibly somewhere they might have a section for future careers and leisure time activities.

Another activity might be that students record activities, hobbies, friendships, thoughts, feelings by taking snapshots of themselves in and out of school or collect pictures of possible future careers and leisure time activities that interest them. The snapshots might be arranged and annotated in a scrapbook with an appropriate title.

Students might like to keep a log or diary of their activities, thoughts, and feelings for a week. They might embellish this by drawing cartoons or writing poems, etc. At the conclusion of this activity, there sould be some activity giving students an opportunity to express themselves, but avoid the requirement of doing so. Ask all to join the sharing groups and explain with that approach, what they discovered about themselves, their career ideas, and anything else pertinent. Keep in mind always that this is a requirement as far as the activities are concerned but not a requirement as far as revealing what the individuals learned about themselves.

WORK HABITS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Developing good work habits
2. Learning what penalties might be involved when one does not get his work done properly or on time

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#22 Acquire skills, good work habits in preparing for a career
#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One day (class period)

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

1. Teacher begins by brainstorming what might happen when a student does not get his work done on time:

    a. He must do it anyway.
    b. He gets detention.
    c. He must write an essay.
    d. He gets points taken off his grade.
    e. He must go home to get it.

2. Teacher then discusses how not doing his work can affect him or others. His excuse could be to rationalize (explain this term, use examples), but that ultimately he will have to pay for his unpreparedness.

3. Teacher asks students what a good work habit would be to them and lists them on the board:

    a. Be on time.
    b. Do the job while at work.
    c. Do the same thing each day.
    d. Punch in and out on time.
    e. Follow regulations.
    f. Take care of work materials.
    g. Be prepared.
    h. Associate with fellow workers.
    i. Ask for help when you need it.
    j. Like what you do.

4. Teacher then selects five of the work habits listed. On the board he writes the numbers 1 to 5, #1 being the most important. As he calls out the work habit, students walk to the no. that indicates the importance they feel the work habit means to them.

In this way, the students can see how each person's sense of values differs.

5. After all work habits have been ranked by the students, give a fun example, asking all pupils who feel like a Cadillac to go to one side of the room, and all pupils who feel like a Corvette to go to the other side of the room. This will further prove how people's sense of values and of themselves differ.

6. Teacher sums up by asking pupils to write an essay telling what they feel the three most important work habits are and why they are important to them.

The students should begin to realize that good work habits are important and strive to cultivate them, but also be cognizant that each one's sense of values differs and that sometimes this difference can be a determinant in one's success.

MAKING CHOICES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Developing communication skills

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Four sessions

ESSENTIAL RESOURCES:
Tape recorder and tape (optional)

INSTRUCTIONAL PROCESS:

Session one: Students become aware of the need to acquire information about possible future activities in order to understand current activities and to plan for the future thru discussion with the teacher and class. Questions that may be raised:

1. What activities are you not able to take part in until you are older? (age, skill, physical, legal limitations)
2. Must you take part when the restrictions are lifted?
3. What do you do then? (make a choice)
4. When do you learn how to make a choice? (now)
5. What influences choice? (age, experience, knowledge, interests, abilities, etc.) You have a choice coming soon.
6. What courses will you take in high school?
7. How will you make the best choice?

Session two: When making choices a thoughtful person finds ways to get assistance. When planning what courses to take in high school, where should you go for help. (parent, teachers, counselor high school student, librarian, workers now in jobs) The teacher now encourages the students to develop the questions that need to be asked, where to go for the information, how it will be accomplished, how much time there is etc. There should be some reading, some interviewing, and some observation of jobs. Students may work in groups.

Session three: The plan for reporting to the class what has been learned. These may be in a variety of forms and unique ways should be encouraged. (Written handouts to each class member. Bring in visitors. Large diagrams on easel pads. Invite high school students to talk, etc.)

Sessions four and beyond: Reports to the class (and guests).

"SELLING YOURSELF"

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learn how to "sell-yourself" to other people

CAREER EDUCATION FOCUS:
(DELLA Statement)

#2 Develop knowledge of unique personal characteristics
#8 Develop a positive self-concept

ESTIMATED CLASS TIME: 1 day for discussion-1 week to write compositions.

ESSENTIAL RESOURCES:
Typed sheets of Summer Employment discussing "Selling Yourself" Career Packets for individual pupils, Guide Sheet for writing an autobiography.

INSTRUCTIONAL PROCESS:

1. Teacher begins discussion by talking about the technique of "selling yourself" to an employer.

2. Teacher distributes sheets on "Selling Yourself" and discusses items listed with pupils, answering all questions that arise.

3. On the board, teacher lists brainstorm ideas from pupils on "ways to find out about an employer":

   a. Talk to employees
   b. Contact Better Business Bureau
   c. Contact Chamber of Commerce
   d. Call switchboard operator

4. Teacher impresses upon pupils the importance of selling yourself and uses a discussion to present a personal inventory.

5. Teacher passes out a sheet on which several topics have been presented. Pupils are asked to write a few lines on each of these, telling how it affected their life. In this way, they have written a mini-autobiography of themselves. These topics might include:

   a. Person who influenced you
   b. Sport
   c. One summer
   d. One day
   e. One fear
   f. A death (make this optional, as some children are uncomfortable with it)
   g. A pet
   h. A hope or dream
   i. A place

These compositions are to be written and turned in to teacher by the following week.

6. Teacher then distributes career packets, telling pupils to look over them and try to decide if they would fit into the career they have chosen.

OPTIONS FOR BROADCASTING

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Recognizing responsible citizenship
2. Reporting current history
3. Presenting ideas to others with emphasis on certainty of understanding

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations
#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: Five class periods (or longer)

ESSENTIAL RESOURCES:
Optional recording equipment and props for demonstration or presentation of programs on radio or television. Field trip to radio or television station

INSTRUCTIONAL PROCESS:

Session one: The first part of the program involves taking students to tour a television or radio station. Before taking the tour, the students develop a list of questions they want to ask and observations they want to make about how the news reports are produced. Specifically, how are the words and texts written and edited. How are the audio-visual parts of the presentation produced. Some sample questions are:

1. What are the specific steps by which a news story progresses from an historical event to a news item on television or radio?
2. Who is responsible for doing each task?
3. Who decides which events should be written about, photographed, and broadcasted?
4. What guidelines are followed in writing the news to insure that the information is presented as objectively as possible?
5. Is there significant minority, political, religious and sex representation among the staff producers of the programs?
6. How do you decide where, and how often, to insert commercials?

To prepare for the field trip, students spend several evenings, or during school if it is possible, listening or watching the news broadcasts of the station they will visit. There will be an opportunity for them to get answers to their questions from observation, questioning staff members, and listening to what's being said. After the tour, the class develops a chart of the steps involved in producing a news program. Students can then begin to develop their own news program.

Session two: There are many formats and styles newscast simulation can take depending on the amount of time you have to spend on the activity and the availability of audio visual facilities. Ideally, several small groups of students tape their own separate news broadcast and compare and analyze the results. If this is not feasable, it may be a basic presentation to a class simulating microphones, recording equipment and so forth. Another approach is to use tape recorders and play back for various audiences.

There are various options available:

Option one: Can be a newscast of a past historical event. This is history-oriented and can be of one of the various formats which are frequently found on television and radio. It requires students to research an historical event in enough depth so that students can role-play the historical characters and replicate the event. It may be that you may want to have two groups presenting the same historical events and compare the results. This enables the class to learn how news can distort reality because no two groups are likely to give identical presentations of even the same historical event period.

Option two: Consists of narration primarily. This involves the reporting of a current news event. The text can be prepared from research through whatever news media is available; magazines, newspapers, television, and radio. School news is an exciting topic, particularly when it has been research for new and different angles.

Option three: Use a strictly sectional or anticipated event. Students can select a current event that has been taking place for some time and project a likely ending for the event. This predicted outcome would be the basis for their newscast.

Session three: Presentation of the finished material can be delivered to a varied audience. The importance of an audience is to get reactions based on specifications that the group was attempting to achieve. The audience may have check lists presented to them before the presentation and from their observations check the list and discuss the results. Some possible topics would include:

1. Was the news presented accurately?
2. Was the evidence of bias shown?
3. Were there any examples of propaganda in a newscast?
4. Were there examples of editorializing in what was to be an objective news broadcast?
5. Were facts presented from various points of view?
6. What jobs were involved in producing the newscast?
7. What were some of the unusual satisfactions of these jobs?
8. What skills are needed to perform these jobs?
9. What kinds of pressure operate on the news media? Can this affect the type of presentation and the quality of information?

There are several resources which are not essential for the presentation of this exercise, however, they might be suggested as follow-up for individuals who are specifically interested.

Resource Listing:

1. Society of Television Pioneers,
   P.O. Box 1475
   Lubock, Texas 79408

2. National Association of FM Broadcasters
   420 Madison Avenue
   New York, NY 10017

3. National Association of Broadcasting
   485 Madison Avenue
   New York, NY 10022

Supplemental Resources: The U.S. Army Career and Education Information Center. Twelve sound-filmstrips dealing with career questions both Army and civilian related. Cost: Free from the U.S. Army Recruiting Command at the request of your school guidance counselor.

COMMUNICATION VIA INTERVIEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Preparing students for interviewing.
2. Communicating through media or via media

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Index cards, Videotape recorder, Community Resource Person, Technician (audio-visual)

INSTRUCTIONAL PROCESS:

The following activities will precede student interviewing of workers in the community:

1. Teacher directs a discussion of rules for interviewing.

2. Students list occupational and professional careers of interest.

3. Students work in groups to make a decision as to whom in the community they (as a group) wish to interview.

4. Students contact the individual they wish to interview (at least one week in advance).

5. Small groups (three to four students) prepare index cards on which they list major questions which they will use in the interview. (See prepared Interview Sheet Appendix).

6. An audio-visual technician will demonstrate the use of video-taping equipment.

7. Groups will role play their interviews (as practice), while learning how to use the video-taping equipment.

8. The class will view the video-taped role-plays and evaluate them by giving advice, suggestions, etc.

CAREER INTERVIEWS

LANGUAGE ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Be familiar with interviewing procedures.
2. Writing descriptions

CAREER EDUCATION FOCUS:
(DELLA Statement)

6 Understand and use the concept of role.
#24 Understand variety and complexity of occupations and careers.
#18 Recognizing developmental processes occurring in and out of school.

ESTIMATED CLASS TIME: Two class periods (45 minutes each)

ESSENTIAL RESOURCES:
Manila folders, tape recorders

INSTRUCTIONAL PROCESS:

Have students conduct an interview with their parents concerning the parents' occupation. Prepare students by making a list of pertinent questions to be asked of their parents. Interviews may be tape recorded or written. (See interview sheet, appendix)

When completed, discuss the various occupations. A short job-description of each occupation may be written and placed into manila folders. The folders may be kept in a "Career Center" where students may go to read about various occupations.

Supplemental Resources: Career Discoveries Series. (People Who Influence Others). Four filmstrips with sound. Cost: $55 (Estimate) Guidance Associates.

"WHAT'S MY LINE"

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Career exploration.
2. Using deductive reasoning.
3. Involving members of the community with students in a learning experience.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals
#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One class period (with preparation ahead of time)

ESSENTIAL RESOURCES:
Interested townspeople from a variety of careers (auto-mechanic, female lawyer, pilot, undertaker, radio announcer, etc.). Blindfolds for student panelists.

INSTRUCTIONAL PROCESS:

This activity can be used as an assembly program for all students (necessitating microphones, official timer, M.C., sign-in board). It can also be used in the classroom with students simulating an occupation which others in the class try to determine.

1. Student panelists are blindfolded and seated together at a table.

2. "Mystery Celebrity Guests" from the community enter (one guest at a time) and sign in by name and occupation. This information, therefore, is known by the audience but not by the panelists.

3. Student panelists ask questions which may be answered by "yes" or "no." As long as a student receives a "yes" answer, he may continue questioning until he receives a "no." This procedure teaches students to think logically, to move from general to specific questions, and to put information together to reach conclusions.

4. When a panelist has correctly identified an occupation, or when the allotted time is up, the mystery guest identifies himself/herself and gives information about his/her career, education or preparation needed, and ways of getting into the field. Students may ask questions of the guest, if time permits.

5. The same procedure is followed for each guest.

LIFESTYLE INTERVIEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Developing communication skills
2. Written and oral reports

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#18 Recognize continous process occuring in and out of school
#24 Understand variety and complexity of occupations and careers
#27 Understand process of developing a "Career"

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Resource people, Filmstrips--"Careers and Lifestyles" (Guidance Associates,

INSTRUCTIONAL PROCESS:

Have students interview adults concerning the factors and life experiences which led them to the career in which they are now engaged. Students may report orally, in writing or record the interview and play back to the class selected portions of the tape. Several adults whose life patterns are highly interesting could be invited to talk to the class. (See interview sheet, appendix for a sample of questions to be used in the interview).

"APPRENTICE FOR A DAY"

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Students experience work roles within the school by being an apprentice for a day

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#18 Recognize developmental processes occurring in and out of school
#30 Realize: work is an integral part of the total life style
#46 Recognize the need for making a meaningful career choice
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Full school day

ESSENTIAL RESOURCES:
Preliminary approval for activity. Special clothing if necessary.

INSTRUCTIONAL PROCESS:

Conduct an "Apprentice for a Day" program in your school. The students (activity may be used at almost any grade level) will be given as an apprentice to various workers within the school. They would be on a one-to-one basis with an administrator, teacher, cook, secretary, counselor, teacher's aid, librarian, industrial arts teacher, custodian, etc. This can be a fun project and a valuable learning experience for all students involved. Language Arts skills include: verbal communication for interviews and written skills for returning the interview results to the teacher. (see interview sheet, appendix)

CAREER EXPLORATION PROGRAM

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Letter writing
2. Telephone techniques
3. Verbal communication
4. Social awareness

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#06 Understand and use the concept "role"
#10 Develop a sensitivity toward and an acceptance of others
#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career
#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#30 Realize: work is an integral part of the total life style
#46 Recognize the need for making a meaningful career choice
#47 Develop a receptivity for new ideas/exploration of new ideas
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two classes for preparation, one day visit, one class report and discussion

ESSENTIAL RESOURCES:
Chart for planning places to visit (attached)
Sample letter (attached)
List of businesses, industries, government offices

INSTRUCTIONAL PROCESS:

In order to organize and operate a career and occupational exploration program, follow these five easy steps.

Step 1: Construct a list of volunteers from the community who might be interested in participating in the program. (Allow your students to suggest places they would like to visit). Send these prospective participants a brief letter explaining your objectives (see sample letter attached). This way they will have a chance to decide whether or not they wish to become involved before you contact them by telephone or visitation to receive a commitment to the program.

Step 2: Construct a list of parents and/or college students who would be interested in participating. Parents might be recruited through newspaper articles, telephone calls, the local P.T.A. or by mail. The college students could be reached through a Dean or a professor at a local college. Once again a brief description of the program should be made available before commitments are made.

Step 3: Construct a list of children interested in participating. After step one is completed, the teacher might motivate additional students by listing the places to be visited. When places such as the animal hospital, a local florist and McDonald's appear on the list, there will be no problem getting children to volunteer.

Step 4: Coordinate a schedule of names, dates, times and places for all those involved in the program. A sample chart is attached.

Step 5: After a child or a group of two or three children has chosen a place to visit, the educational experience actually begins. Now the student preparation begins. As the children prepare for their visits, they must compose a list of questions to ask. They also should know how to operate a cassette tape recorder and a camera. During the visit the student or group is required to find the answers to their questions by conducting interviews, observing and participating. They also are required to take pictures or slides. Upon returning to the classroom, these slide presentations and photo stories can be shared with the other members of the class.

Ways of evaluating your program include surveys, interviews and viewing the audio-visual presentations. The possibility also exists that the visits may serve as motivation for other mini-units of study, such as flower arranging or terrarium building.

SAMPLE LETTER

Date:

Dear _________:

The term "Education" means different things to different people. As a teacher of young people I am concerned that these future leaders learn about the environment in which they will be assuming roles and responsibilities. To give them a better understanding of their environment and to acquaint them with the careers available to them, I am inviting you to allow these children to learn through direct experience.

I would like to send one elementary student ranging in age from 10-12 years and a college student to experience one working day in your business establishment. Hopefully, these two people would be able to spend the equivalent of a school day (9:00 - 2:00) learning in a different educational setting.

If you are interested in participating in this program, please call the school and give your name to the secretary. Upon receiving your name, I will contact you to clarify further details.

Thank you,

Teacher
Subject-Grade
School

CHART FOR PLANNING PLACES TO VISIT

	Date: Time of visit:	Name of Student Class: Teacher:	Name of Adult Telephone:
Business, Industry, or Gov't office: Address: Telephone: Contact person:			

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A CLASS PROJECT MODELED AFTER STANDARD BUSINESS PRACTICES

MATH/BUSINESS

CURRICULUM FOCUS:

1. Application of mathematics in the real world.
2. Figuring unit cost, profit.
3. Bookkeeping techniques.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#22 Acquire skills, good work habits in preparing for a career
#43 Recognize restrictions in the decision-making process
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: One class period a week for 10 weeks.

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Conduct a class project with the objectives of earning money for a class trip or for a gift to the school.

Do the following:

A. Have students decide upon a specific promotion such as selling book covers with the school name and mascot on it.

B. Take a statistical survey of the students in the school to determine how the product would sell.

C. Estimate the number you could sell this year. (Then estimate over the next five years keeping in mind that the larger quantity you buy, the cheaper the unit cost will be).

D. Price the quantity estimated in (C).

E. Make a "go"-"no go" decision.

F. If "go"-proceed with the plan. Bookkeeping of the project will be an integral part of the activity.

Other products to sell could be vegetable seeds, jelly, candy, etc.

Supplemental Resources: Game-Sim. Series 1 A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250.00 (estimate) California Learning Simulations

CAREERS UTILIZING MATH

MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learning and applying usefulness of mathematics

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#35 Be aware of the value of acquiring marketable skills
#46 Recognize the need for making a meaningful career choice

ESTIMATED CLASS TIME: Two weeks

ESSENTIAL RESOURCES:
Several copies of: Dictionary of Occupational Titles, Occupational Outlook Handbook, and related resources

INSTRUCTIONAL PROCESS:

Activity one: Students will use the D.O.T. to make a list of all jobs that require mathematics beyond basic arithmetic. This list should be classified as to whether the person in that position would be concerned with people, ideas, or things.

Activity two: From the O.O.H. and other sources, the student will construct a graph or line or chart to show the jobs in terms of wages/earnings from the minimum to the maximum. It will include math skills and training for each job. This should be constructed as a display for other students to use.

Activity three: Discussion: Do any of the listed occupations appeal to you as a potential career?

Supplemental Resources: PENNscript. More than 200 career profiles with localized information by counties. Cost: free. PENNscript Production Center
Career Survival Skills. Includes manual, student data sheets, wall chart cassettes, index, handbook and professional books. Intent is to develop sense of awareness in career development concepts. Cost: $45.00 (estimate) Charles E. Merrill Publishing Company

SALES COMMISSION

MATHEMATICS/ALGEBRA

CURRICULUM FOCUS

1. Algebraic equations

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Normal classroom supplies

INSTRUCTIONAL PROCESS:

Have students explore the career of sales by getting sales commission information from local businesses. Example: The local Dodge Dealer pays a commission of 8% on all auto sales.

a. Compute the total value of cars to be sold if the salesperson is to make $15,000 a year.
b. If the average car sells for $4,500, how many will the salesperson have to sell?

To compute

a. Above the algebraic equation $.08x = 15,000$ can be used. The students can then see that $187,500 worth of cars must be sold.

To complete

b. Above divide 187,500 by 4,500 and they can easily see that at least 42 cars must be sold to have this annual income of $15,000.

The same procedure can be used for other businesses.

Supplemental Resources: Career Survival Skills. Includes manual, student data sheets, wall chart, cassettes, index, handbook and professional books. Intent is to develop a sense of awareness in career development concepts. Cost: $45.00 (estimate) Charles E. Merrill Publishing Company.
Career Exploration Program. Ten filmstrips with cassettes. Introduces the families of occupations and deals with each. Mathematics students may be intersted in the section on computational interest and in scientific interest. Cost: $106.00(est.) Science Research Associates, Inc.

PRICE/EARNINGS RATIOS IN COMMON STOCKS

MATHEMATICS/ALGEBRA/CONSUMER MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Ratios

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Wall Street Journal

INSTRUCTIONAL PROCESS:

Activity one: Have students check quarterly earning reports of five companies from different groups (utilities, steel, copper, etc.) in the Wall Street Journal. They should also check the price of these stocks. The students will then compute the P/E multiple (Price/Earnings Ratio) of each stock by multiplying the quarterly earnings by four and dividing this number into the price of the stock.

Activity two: Have students compare this ratio with the ratio in the Journal. Also compare with other companies in the same group. At this time the economic implications can also be discussed.

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Career Exploration Program. Ten filmstrips with cassettes. Introduces the families of occupations and deals with each. Mathematics students may be interested in the section on computational interest and in scientific interst. Cost: $106.00 (estimate) Science Research Associates, Inc.

COMPUTING TAX MILLAGE

MATHEMATICS/ALGEBRA

CURRICULUM FOCUS:

1. Direct Variation
2. Taxes vary directly with assessed valuations
3. Algebraic equations

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
People in the community

INSTRUCTIONAL PROCESS:

Activity one: Have the students check the assessed valuation and property taxes on various homes in the community (do not identify the homes) also have students gather similar information from other communities.

Activity two: Using the formula T = MV (T = Tax, M = Millage, V = Accessed Valuation), have the students compute the millage of their community as well as other communities.

Activity three: If the assessed valuation is 25% of the market value, have the students compute the market value of various homes in their community as well as other communities.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost $250.00 (estimate) California Learning Simulations
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DETERMINING THE BEST JOB OFFER

MATHEMATICS/ALGEBRA

CURRICULUM FOCUS:

1. Sum of an arithmetic progression

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#28 Understand the relationship: occupational role/life style
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Normal classroom supplies

INSTRUCTIONAL PROCESS:

Activity one: Give the students examples of three job opportunities to determine which job will produce the most income after six years. (total six year income)

JOB	STARTING SALARY	INCREMENTS
A	$12,000	$1,000
B	13,000	750
C	14,000	500

To compute this the students will have to use the formula for the sum of an arithmetic progression ($S_N = N/2\,[2a + (N - 1)\,d]$). "N" would be number of years, "a" would be the starting salary, and "d" would be the increment.

Activity two: Have students check into various career fields for starting salaries and increments to experiment on their own.

Supplemental Resources: PENNscript. More than 200 career profiles with localized information by counties. Cost: free. PENNscript Production Center
Career Exploration Program. Ten filmstrips with cassettes. Introduces the families of occupations and deals with each. Mathematics students may be interested in the section on computational interest and in scientific interest. Cost: $106.00 (estimate) Science Research Associates

KEEPING RECORDS VIA MATH

MATHEMATICS

CURRICULUM FOCUS:

1. Application of decimals to business uses
2. Review of percentages, addition and subtraction
3. Understand the use of math in keeping records

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#35 Be aware of the value of acquiring marketable skills
#37 Develop necessary educational/occupational competency

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Calculator, blank ledger sheets, pencils, paper, erasers, sample checks.

INSTRUCTIONAL PROCESS:

Session one: The teacher may begin the lesson by introducing new terms. A class discussion should follow with the students developing definitions and the teacher clarifying and verifying these definitions. These terms may include: accountant, bookkeeper, percent, credit, debit, gross pay, net pay, transposition, income, income tax, Social Security, check and other terms which may be pertinent. Also, discuss the purpose for keeping records and the importance of mathematics. Ask the class to develop an imaginary situation where records are needed. Small businesses, farms, self-employed people, etc.

Session two: Using the situation developed during the first session, prepare a list of incomes and expenses for a month. These lists need not be complex. Introduce the ledger sheets and explain the debit and credit columns. Introduce the calculator as a time and labor-saving device. When the students use your figures for making their records, note the need for accuracy. and neatness. Caution them about problems caused by transposing numbers, illegible numbers, etc.

Session three: Ask the students to complete the trasactions and to total the columns. They should also determine the amount of profits or losses. Ask them to relate this activity to the need for keeping records of personal income. Discuss the roles of people who work with figures daily. Ask the students if they would be interested in these types of careers? Why??

Supplemental activities:

1. Students may check other students' work for accuracy, readability, neatness.
2. Bring an accountant to the class to discuss careers, preparation for careers, and his/her opinion of his/her career.

THE MONEY LEARNING PROGRAM

MATH

CURRICULUM FOCUS:

1. Using computational skills
2. Finding and using percentages
3. Interpreting charts
4. Understanding and using decimals

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

17 Recognize role of education in career and life goals
22 Acquire skills, good work habits in preparing for career
59 Acquire basic money management skills
60 Be able to use economic information in decision-making
61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One or more periods

ESSENTIAL RESOURCES:
The Money Learning Program (ModuLearn Inc.)

INSTRUCTIONAL PROCESS:

Order from ModuLearn a sample of the Money Magazine and corresponding learning packet. Upon inspection and use you might want to have the class, or a portion of your class subscribe to it. The magazine is filled with high interest stories concerning the use of money in business and personal life and monetary issues the government faces. A separate learning packet is prepared for each magazine issue. The packet is filled with mathematical questions related to the stories in the magazine. The packets are designed for individual use and progress. They provide for a comprehensive use of mathematical skills.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250.00 (estiamte) California Learning Simulations

A PRACTICAL APPLICATION OF GEOMETRY

MATHEMATICS

CURRICULUM FOCUS:

1. Relevancy of geometry

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

29 Recognize materials, processes and tools of occupational clusters

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Magazines, or other picture sources, to clip pictures which show various geometric designs

INSTRUCTIONAL PROCESS:

Have students collect pictures from magazines of houses. Discuss the various shapes of the buildings and how they resemble different geometric shapes. The discussion should include how different parts of the buildings form different kinds of angles. Invite an architect to the classroom to talk about his career and the types of "tools" he uses in his career.

Discuss how mathematics is important to the entire building industry. Students will have many contributions to make on this subject.

Supplemental Resources: PENNscript. More than 200 career profiles with localized information by counties. Cost: free PENNscript Production Center

FEEDING A MOB

MATH

CURRICULUM FOCUS:

1. Practice in use of measurements-both weight and money
2. Math skills in basic operations

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#41 Understand decision-making involves responsible action
#43 Recognize restrictions in the decisions

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Newspapers-grocery advertisements, references on average number of ounces per serving of various items.

INSTRUCTIONAL PROCESS:

Prior to start of activity have a person in the restaurant business talk to the class about the use of mathematics in his business. A home economics teacher is a good resource.

1. Separate class into groups of four or five students each.

2. Have each group plan a menu for a banquet for
   a. 100
   b. 250 } persons. (number of persons can vary)
   c. 600

3. Students must determine how much of each item must be purchased and the cost of each item plus a total cost.

4. Students can then figure the cost per ticket to the banquet using the following information:
   a. Cost of food
   b. Cost of preparation
   c. Cost of serving--include tipping
   d. Profit to the establishment serving the meal.

5. Students will identify all occupations related to this activity.

6. Variations--You might have the students determine a menu given a fixed price per ticket.

LET'S TRAVEL

MATH

CURRICULUM FOCUS:

1. Vocabulary building
2. Travel awareness
3. Map reading
4. Budgeting money
5. Study of Mexico

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#59 Acquire basic money management skills
#61 Acquire basic consumer skills
#64 Understand interrelationships: leisure time/one's career

ESTIMATED CLASS TIME: Two 45 minute classes

ESSENTIAL RESOURCES:
Field trip to a travel agent, maps, folders, atlas, encyclopedias, airline schedules, bus schedules, train schedules

INSTRUCTIONAL PROCESS:

Have students plan an itinerary for a trip to Mexico (or anywhere) for a two week period. The students must have some background of the country. Conduct a discussion of the following questions:

1. What would you like to see?
2. How will you get there?
3. What is the cost?
4. Do you need a passport, shots, etc.?

When these questions are answered, organize the class into groups of four. The assignment is to plan a trip. (Include method of travel, route, destination, accommodations, cost, etc.).

Each group will report to the class with an oral report, or graphically, or using some other method.

In conclusion, the entire class can make a list of all occupations that would be required to make the trip possible. When a job is suggested, the student must tell of its relevancy to the trip.

Supplemental Resources: PENNscript. More than 200 career profiles with localized information by counties. Cost: free. PENNscript Production Center

PLANNING A TRIP

MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Using math to make consumer decisions

CAREER EDUCATION FOCUS:
(DELLA Statement)

#49 Develop effective decision-making strategies and skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Road maps, booklets from at least a couple of motel/hotel chains (e.g. Holiday Inns, Quality Inns), some restaurant menus, price list of basic groceries. Price list of gasoline, oil changes, spare tires, etc.

INSTRUCTIONAL PROCESS:

Tell students they are going to plan a vacation trip, figuring the time it will take to get there (and back), how long they will be able to stay at their vacation spot and what it will cost.

Divide class into small groups of 6 or so students. Give each group a set of road maps for their trip. (Each group is going to a different destination). Have other resources laid out on table for class use. Each trip is to be planned for a family-assign number of children.

Have students figure total mileage, how far they could go each day before reaching a campsite or a motel. Point out that family may economize by fixing some of their own meals, or they may eat in restaurants. Students can figure cost of meals and snacks by using grocery lists and menus. Family may stay at a campsite (quote an average figure for staying at a campsite) or at a motel if they feel they can afford it, or if weather is unfavorable to camping.

Have groups prepare a log of their trip, showing expenses for meals, gas and overnight accomodations. Have each group give a presentation, showing route, places stopped, expenses involved, total expense. Discuss additional entertainment expenses that are part of a vacation and ask students to figure in what is a reasonable amount.

MAKING UP A BUDGET

MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Economic awareness
2. Math skills of calculating percentages
3. Figuring budgets

CAREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand the relationship between occupational roles/personal economics/life styles
#57 Realize wages should not be sole basis for career choice
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Samples of budgets for family, school, town, state, business. "Pies" are especially effective.

INSTRUCTIONAL PROCESS:

Students use budgeting as a basis for developing financial responsibility and to learn about careers in budgeting.

Activity One: Discuss budgeting with students and at the conclusion, formulate a definition for the class to use. Ask the class to list all ways in which a family may spend their income. (Shelter, groceries, transportation, clothing, health, taxes, gifts, recreation, personal, education, savings, insurance, etc.). Discuss what is included under each.

Activity Two: Have the students, in small groups, develop a budget for a family of four, with $10,000 annual income. Establish percentages for each category before using dollar expenditures. Discuss the difficulty of maintaining a budget. How do budgets get broken? Reinforce importance of financial planning and responsibility.

Activity Three: Show the class examples of budgets that are used in schools, government, business, industry. Discuss budget. Discuss who makes them. Ask students to identify careers for people who prepare budgets, discuss preparation for those careers, emphasize the need for mathematics.

Supplemental Resources: Career Survival Skills. Includes manual, student data sheets, wall chart, cassettes, index, handbook and professional books. Intent is to develop a sense of awareness in career development concepts. Cost: $45.00 (estiamte) Charles E. Merrill Publishing Company

BUDGETING

MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Budgeting
2. Figuring annual costs
3. Adding sums
4. Multiplication by 12

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Ask the students to chart their expenses for two weeks. Let them use whatever categories are appropriate, e.g. Food, Clothing, Entertainment, Grooming Needs, Savings. Total these costs and determine the annual costs of each of these categories of expenses based on these figures for two weeks. If the students are dissatisfied with the way their money is spent, help them plan a budget for the following month.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost $250.00 (estimate) California Learning Simulations Career Survival Skills. Includes manual, student data sheets, wall chart, cassettes, index, handbook and professional books. Intent is to develop a sense of awareness in career development concepts. Cost: $45.00 (estimate) Charles E. Merrill Publishing Company

COMPOUND INTEREST

MATHEMATICS/ALGEBRA

CURRICULUM FOCUS:

1. Compound interest formula
   $A = P\ (1 + r)^n$

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: One class period and outside time

ESSENTIAL RESOURCES:
Local savings and loan company or bank

INSTRUCTIONAL PROCESS:

Activity one: Have students visit a local savings and loan company or a bank to obtain various certificates of deposit plans.

Activity two: Have students apply the formula $A = P\ (1 + r)^n$ to compute the amount of each certificate at maturity. Example--find the amount of a $5,000 certificate for four years at 7%, compounded semi-annually.

Solution -

$A = P\ (1 + r)^n$
$A = 5{,}000\ (1.0375)^8$
$A = \$6{,}712.10$
P = Dollars invested
n = Periods 2.4 semi-annually
r = Rate .0375 semi-annually

The student may use logarithms or a calculator to compute the amount.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and computational skills. Cost: $250.00 (estimate) California Learning Simulations
Career Survival Skills. Includes manual, student data sheets, wall chart, cassettes, index, handbook and professional books. Intent is to develop a sense of awareness in career development concepts. Cost: $45.00 (estimate) Charles E. Merrill Publishing Company

INTEREST FROM SAVINGS ACCOUNTS

MATH	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Computing interest 2. Working with percentages 3. Consumer math	60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
none

INSTRUCTIONAL PROCESS:

Many students may have part-time jobs such as delivering newspapers, babysitting, etc., and may have saved some of their earnings. Show them how to figure out the interest they can earn on their savings, using the interest rate of a local bank. Compute this interest for one quarter, two quarter, three quarters, one year, five years, and ten years to show that the longer money is in a savings account the more interest it earns.

Show that various banks and savings and loan associations have different rates and different types of accounts. Identify which account to use when:

Saving for a new bicycle?
Saving for college?
Saving for a house?
Saving for retirement?

What would be the difference in interest earned among the various accounts (ex. day of deposit to day of withdrawal, 90 day account, certificate of deposit, etc.) with a sum of $5000 for 10 years?
How long would it take you to purchase a ten-speed bike which costs $149 if you had $100 in a savings account and added no additional money?

Supplemental Resources: Game-Sim Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250 (estimate).

Career Survival Skills. Includes manual, student data sheets, wall chart, cassettes, index, handbook and professional books. Intent is to develop sense of awareness in career development concepts. Cost: $45 (estimate). Charles E. Merrill Publishing Company.

CALCULATING DEDUCTIONS FROM PAYCHECKS

MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Using percentages
2. Presenting information in graphs
3. Consumer math

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Sample pay checks, Transparency of paycheck and stub, Overhead projector

INSTRUCTIONAL PROCESS:

Examine several paychecks sampling jobs in each occupational cluster. (Perhaps sample checks can be obtained from local industries rather than examining personal paychecks.) Point out how much money was earned and how much of this was taken home. Have the class figure out what percentage of the money earned was taken home. Then discuss what deductions were made in the paychecks and why they were made. Figure the percentage of each deduction of the total paycheck (e.g. Federal Tax 11%, State Tax 4%). Finally, plot a graph showing where the money a worker actually earns goes, for several jobs in each occupational cluster.

Supplemental Resources: Game-Sim Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250 (estimate).

Career Survival Skills. Includes manual, student data sheets, wall chart, cassettes, index, handbook and professional books. Intent is to develop sense of awareness in career development concepts. Cost: $45 (estimate). Charles E. Merrill Publishing Company.

PURCHASING

MATH

CURRICULUM FOCUS:

1. Money management.
2. Computational skills.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Empty food containers and their current prices.

INSTRUCTIONAL PROCESS:

Have students bring to school various empty food containers from home. Limit the type of product to a few areas such as: potato chip bags or cans, soup cans, or peanut butter jars. Try to determine the volume or weight of the contents of the product in each package. Once assembled, begin analyzing and discussing the following:

1. How to compute the price of the product by the pound, ounce, gram, etc.

2. How to determine the best buy.

3. How to purchase name brand products.

4. How to determine the quality of the product.

5. How buying the product in quantity may change its price per unit.

Supplemental Resources: Game-Sim Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250 (estimate).

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RIP-OFFS

MATH

CURRICULUM FOCUS:

1. Consumer math

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two or three class periods

ESSENTIAL RESOURCES:

Examples of possible rip-off offers--e.g book clubs, encyclopedia sets, magazine subscription offers, clubs for recipe cards, craft books. Offers with gimmicks or freebies.

INSTRUCTIONAL PROCESS:

Bring into class and ask students to bring into class examples of possible rip-offs. Divide the class into small groups and have them analyze different offers and report their results to the class. Two examples might be: 1) On a book club offer figure how much they save on the "introductory offer," how many books they must take after that during a certain length of time. What vital information has been left out (average price of books, etc.). 2) For a book club which offers a series of volumes, figure what the total price for the whole set would be , how long it would take to get the complete set. On magazine subscriptions, ask the class how often they might want to purchase a particular magazine if they bought it at the newstand. Would they purchase it often enough to actually save by subscribing, or would they prefer to buy other magazines some of the time. Talk about how gimmicks such as free recipe boxes are not really "free".

Supplemental Resources: *Game-Sim* Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250 (estimate).

DO THEY TELL THE TRUTH?

MATH	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Testing Commercial Products 2. Graphing	#61 Acquire basic consumer skills #29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: From one hour to a week depending upon the number of products tested.

ESSENTIAL RESOURCES:
All kinds of products--two different brands for each product. You may want to use utensils, etc. for testing products. You may want to introduce class to Consumers' Reports.

INSTRUCTIONAL PROCESS:

Have pairs of students test products as they are advertised on T.V. Be sure to keep products' names covered until all testing is finished.

Keep chart on products and record results of each test.

1. Did the product stand up to claims on T.V.?
2. Which brand did students feel was the better of the two they tested?
3. Which would be a better buy for the price?
4. Which would the students buy?

Class will prepare a large chart to post in the classroom. This may be continued all year. Also, it may be revised each year.

Discuss: What careers are involved in advertising? (e.g. layout artist, copywriter, sales executive, package designer, market researcher).

PENNscript. More than 200 career profiles with localized information by counties. Cost: free. PENNscript Production Center. (Supplemental Resources).

Career Exploration Program. Ten filmstrips with cassettes. Introduces the families of occupations and deals with each. Mathematics students may be interested in the section on computational interest and in scientific interest. Cost: $106 (estimate). Science Research Associates, Inc. (Supplemental Resources).

FOLLOWING DIRECTIONS

MATH	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. To emphasize the importance of sequence and exact words when giving directions and following directions	#37 Develop necessary educational/ occupational competency

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
rulers, protractors, paper, pencils

INSTRUCTIONAL PROCESS:

Conduct a discussion on the different ways that we are required to read directions in our daily lives (to follow a recipe, follow laundering instructions on a new article of clothing, etc.)

Using geometric drawings, rulers and protractors, ask two or three students to take turns giving directions for the other students to duplicate the drawings. Then compare the drawings for accuracy in duplication.

All of the students will then make their own drawings and written directions. Both the drawings and corresponding directions will be numbered. The written directions are then passed to another student who will draw from the directions These drawings will later be matched with the original drawings, and the students will be able to judge the accuracy of their directions.

Allow students to reach a decision on the importance of sequence and exact words in reading, writing and speaking effectively and emphasize the need for these skills in various occupations.

Supplemental Resources: Game-Sim Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250 (estimate).

MEASUREMENT

MATH

CURRICULUM FOCUS:

1. Working with measurements.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice versa
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Graph paper

INSTRUCTIONAL PROCESS:

Students are told that they have one sheet of plywood (4' x 8') with which to construct a bookcase. The bookcase is to have no back-only sides and shelves. Each shelf and side is to be at least eight inches wide. Students are told to design a bookcase that could be made from the one sheet of plywood.

Ask students to determine how to construct the bookcase to make maximum use of the plywood and have the maximum shelf space for books.

Have students compare their work with each other. Hold a class discussion to determine which design would be most practical and profitable to make if you planned to manufacture these on a large scale.

What careers are related to this class activity?

Supplemental Resources: Game-Sim Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250 (estimate).

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U. S. CENSUS

MATH

CURRICULUM FOCUS:

1. Concepts of proportion and distribution
2. Graphing
3. Interpreting graphs

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of careers

ESTIMATED CLASS TIME: One to two periods

ESSENTIAL RESOURCES:
U. S. Census Report, graph paper, pencils, Career Cluster Information (appendix)

INSTRUCTIONAL PROCESS:

If the complete U.S. census report is in your library, examine it and note the number of workers for various job categories in your community. Compare their distribution with that of workers in a near-by community of the same size. Graph this information with a bar graph. Graph the distribution of these workers in terms of career clusters in a pie graph. For a listing of the 15 career clusters see Appendix.

PENNscript. More than 200 career profiles with localized information by counties. Cost: free. PENNscript Production Center. (Supplemental Resources)

Career Exploration Program. Ten filmstrips with cassettes. Introduces the families of occupations and deals with each. Mathematics students may be interested in the section on computational interest and in scientific interest. Cost: $106 (estimate). Science Research Associates, Inc. (Supplemental Resources).

SCALE DRAWINGS

MATHEMATICS/ALGEBRA

CURRICULUM FOCUS:

1. Ratio and proportion

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Two hours of class time

ESSENTIAL RESOURCES:
Measuring tape
Drawing board
Drafting instruments

INSTRUCTIONAL PROCESS:

Have students measure the athletic field. The students should express these measurements in a scale drawing. Within this drawing the complete field area for javelin, shot put, discus, etc. should be designed to scale. Also the track should be placed in the drawing.

This activity will give students practice with the compass, T-square, and other drafting instruments. Many applications of ratio and proportion will be used.

Perhaps two or three students could do this project and report back to other members of the class.

Supplemental Resources: Game-Sim Series 1. A packaged set of 85 learning simulations. Emphasis is on mathematics and communication skills. Cost: $250 (estimate).

Career Survival Skills. Includes manual, student data sheets, wall chart, cassettes, index, handbook and professional books. Intent is to develop sense of awareness in career development concepts. Cost: $45 (estimate). Charles E. Merrill Publishing Company.

RATIO AND PROPORTION

MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Ratios
2. Proportion
3. Practice using a ruler, tape, or meter stick.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#39 Develop vocabulary for stating and identifying personal goals
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Three days

ESSENTIAL RESOURCES:
Tapes and meter stick, yardstick, ruler or any stick, Ten-Speed Bicycle.

INSTRUCTIONAL PROCESS:

1. Take students outside to determine the ratio of objects' heights to their shadows' lengths during a particular time of day. After the students have determined this ratio, ask them to find the height of several objects (a telephone pole, a tree, another student, etc.) by measuring its shadow's length.

2. Discussion of ratios: Bring a Ten-Speed Bicycle into the classroom and have the students determine the gear ratios by counting the number of teeth in the sprockets and dividing the number of drive teeth by the number of teeth on the sprocket on the back wheel. Using this information and drawing on their own experiences, students can conclude which ratio will produce the most speed, power, etc.

3. Discuss: What workers would need this information? Who fixes your bike when it breaks? How can you learn to do repairs by yourself? Discuss the importance of math in operating your own repair shop. Example: cost of materials, rent, labor, taxes, pricing, etc.

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POINT PICTURES

MATH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Follows directions
2. Uses linear measurement

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education.

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Teacher-made worksheets

INSTRUCTIONAL PROCESS:

An excellent exercise for students to practice measuring to the nearest fraction of an inch is to instruct students to complete a picture by following teacher given instruction. Students are to locate specific points on a paper by measuring from designated reference points. By connecting the points with a ruled line, a picture may be formed.

Ask students to identify four different occupations where this skill would be required.

The supplementary resources may include: Measure Up by Charles Kahn, Sylvia K. Herring, Robert Tong, Published by Fearsons Publishers, Belmont, California.

MAKING ESTIMATIONS

MATHEMATICS

CURRICULUM FOCUS:

1. To learn different methods for making estimations.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Jars filled with beans, rulers, balance and weights, 100 ml. graduated cylinders.

INSTRUCTIONAL PROCESS:

Students should have a knowledge of percent and how to calculate percentage of error. Have each student obtain a jar filled with beans. Each student should complete the following procedures: Pour out the contents of the jar and quickly take a guess of the number of beans in the jar (Quick Guess Method). Find the mass of 10 beans using a balance. Then find the mass of all of the beans. How many 10-bean masses are there possible in the total mass of all of the beans? Estimate the total number of beans in the jar (Relative Masses Method). With a ruler divide the pile in half--discard one-half and keep one-half of total pile. Divide this half in half and so forth unitl you have halved the original amount of beans five times. How much of the orginal amount of beans do you have left? Count the number of beans in this amount. Estimate the total number of beans in the orginal sample (Representative Sample Method). Find the number of beans in a 100 ml. space. Fill a graduated cylinder to the 100 ml. graduation with beans. Count the number of beans in this volume. Find the volume of the jar by filling it with water using a graduated cylinder. Using the knowledge of the number of beans in 100 ml. and the total volume of the jar, estimate the number of beans in the jar (Relative Volume Method). Count the actual number of beans in the jar and calculate the percentage of error for each estimation method. 1. Which estimation method gives the most accurate results?

2. People are frequently asked to make quick estimates of individual objects in a particular species in a limited amount of time. For example, a member of the armed forces may be asked to estimate the number of cartridges in a box, the number of jeeps in a convoy or the number of houses in a town. For what types of objects might an astronomer need to make estimates? For what types of objects might a zoologist or a wildlife manager need to make estimates?

3. For what other occupations would a person need to make estimates?

MATHEMATICAL TOOLS

MATH

CURRICULUM FOCUS:

1. Application of math knowledge
2. Demonstrating technological skills

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#22 Acquire skills, good work habits in preparing for a career
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two or more class periods and out-of-class time.

ESSENTIAL RESOURCES:
Math devices or explanations and descriptions of them.

INSTRUCTIONAL PROCESS:

Students construct and demonstrate math devices to show how man uses technology to satisfy his needs and to achieve his desires.

Activity one: Student (or small groups) selects a mathematics device to construct (geo-board, dominoes, fraction wheels, base computer, abacus, baserulers, etc). After preparing the design and gathering the appropriate materials and tools the student constructs a mathematics device. (Part of this assignment may be carried on outside the classroom.)

Activity two: When device is complete and functioning properly the student will:

1. Demonstrate the device to the class
2. Explain how it is to be used
3. Demonstrate the mathematics skills which are required to use the device
4. Give illustrations of practical use outside of the classroom
5. Indicate how it might be used in some occupations in the world of work.

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes. Introduces the families of occupations and deals with each. Mathematics students may be interested in the section on computational interest and in scientific interest. Cost: $106 (estimate). Science Research Associates, Inc.

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JUNIOR HIGH

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THE MANY FACES OF POLLUTION

SCIENCE

CURRICULUM FOCUS:

1. Understanding of the environment on a local, national and global scale.
2. Recognize individual responsibilities in choosing how we live with our environment.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#43 Recognize restrictions in the decision-making process
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Two to three weeks

ESSENTIAL RESOURCES:

Local pollution studies (check with your League of Woman Voters), Check Reader's Guide for articles on pollution; have students use guide when writing their papers. Check with local organizations which are actively involved with pollution control. May invite guest speakers, particularly those whose occupations are ecological, to talk about effects of pollution.

INSTRUCTIONAL PROCESS:

"Responsibility is the ability to respond."-Robert Duncan, poet

Depending on time allowance, develop a unit on pollution, its effects and the ways and means of controlling it. Use sources above. It would be especially pertinent to locate and invite persons who have built a career around pollution control, wildlife conservation, etc. Check public service television for programs dealing with nature and pollution.

Break down the study into units (e.g. air, fresh water, earth, ocean, stratosphere) and discuss the concrete effects in each of these areas.

Discuss the economic, social and psychological effects of environmental pollution. Emphasize that since pollution affects us all, it is up to all of us to find responsible ways of dealing with it. Check with local recycling drives; your students may be stimulated to pitch in, or organize their own. Discuss changes in life style that have resulted from pollution-consciousness. Discuss new careers as a result. What do students think would be subjects of study which would have particular bearing on the problems of pollution, which courses would help them prepare for a career related to helping the environment?

Have students prepare reports, either to be presented during the unit or at the end. You may want to prepare a list of suggested topics.

WORKING CONDITIONS

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Analyzing types of pollution: air, noise, water, etc.

CAREER EDUCATION FOCUS:
(DELLA Statement)

57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: 3-5 class periods

ESSENTIAL RESOURSES:
Telephone directory, list of Chamber of Commerce members, Dictionary of Occupational Titles, Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Working with the class as a whole, have the students compile a list of the various industries in the community and surrounding area. From this list the students can select those which may cause some type of pollution. A discussion at this point should center on pollution; what it is, what kinds there are, what are its effects. The students can then make a study of the types of pollution created by these industries.

When the types of pollution have been identified the students can be divided into smaller groups for more in depth study. Parts of this study could include: how these forms of pollution affect man, the health of the workmen in these industries, the average age of workers in these industries, etc. Another topic to consider would be how would products be produced if workmen would refuse to submit themselves to the health risks of their jobs in these industries.

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $250.00 (estimate) Science Research Associates, Inc.

DOMINANT AND RECESSIVE TRAITS IN OUR SCHOOL

SCIENCE/BIOLOGY

CURRICULUM FOCUS:

1. To become aware of some genetic characteristics of man.
2. To determine some dominant and recessive traits of man.
3. To become familiar with doing population studies by random sampling.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Two class periods (45 min. each) for project; One class period for discussion follow up.

ESSENTIAL RESOURCES:
Pamphlet-Why You Are You (Scholastic News Service), paper, pencils, graph paper (1/2" blocks), 5 sheets of poster board, crayons or colored pencils, a black marking pen.

INSTRUCTIONAL PROCESS:

First class period: Following study of chapter on dominant and recessive traits from pamphlet (or your own text) divide the class into teams of 2 or 3 pupils. Each team with the cooperation of administration and other faculty members goes to another classroom in the school and studies every fifth person in that class for the following characteristics and records the number of students within each category:

a. eye color - brown, grey, green (hazel) or blue.
b. hair color - black, brown, red, blonde.
c. hair texture - kinky, curly, wavy, straight.
d. ear-lobes - free, attached.
e. can they roll up their tongue-yes, no.

Second class period: Teams will compile information and convert total population numbers in each category to percentages. Then they are to use the graph paper and prepare a bar grapn for each of the 5 categories listed above. Graphs can be mounted on poster board; bars can be colored in and labeled with a dark marker. These posters are then displayed in the room. Glancing at the graphs the pupils can quickly see which traits are dominant and recessive within their school population.

A discussion can follow also about why some traits which are thought to be recessive (such as blonde hair, or blue eyes) turned out to be dominant in the school population (because of ethnic clustering, etc.).

PREDICTING SEED GERMINATION

SCIENCE/BIOLOGY

JUNIOR HIGH

CURRICULUM FOCUS:

1. To learn the meaning of the term germination and how to predict seed germination using percentages

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One full period plus daily observations

ESSENTIAL RESOURCES:
Packages of various seeds which will germinate within two weeks, paper towel or blotter paper, petri dishes

INSTRUCTIONAL PROCESS:

Divide the students into groups of two. Ask each group of students to cut two layers of paper towel or blotter to fit the petri dish. Saturate the paper with water and place it into the petri dish. Put 20 seeds (all the same type) in between the paper layers. The students should cover the Petri dishes and set them aside in an undisturbed place at room temperature. The students in each group should alternate observing the seeds daily. They should add water when necessary to keep the paper moist, being careful not to submerge the seeds. A record of the total number of seeds which have germinated should be kept on a chart:

Day	Total No. Germinated
1	
2	
3	
4	
5	
6	
7	

Day	Total No. Germinated
8	
9	
10	
11	
12	
13	
14	

When the students do not observe any further germination in at least two days, ask them to total the number of seeds which have germinated. Ask each group to record their results on the blackboard and their calculated percentage of the germinated seeds. Ask each student to answer the following questions according to their group's results:

1. If you had a package of 600 seeds from your sample, how many would you expect to germinate?
2. If you wanted to have 50 seeds in each row you plant to germinate, how many seeds would you plant per row?

Ask the students to compare each other's results.

1. Why would this type of information be important to an agricultural extension agent, a farmer, a florist?
2. What other types of information about seed growth would be needed by an agricultural extension agent, a farmer, a florist?

Invite a farmer and/or florist to visit the classroom.

Supplemental Resources: Women in Science and Technology: Careers for Today and Tomorrow. Booklet. Explores some of the growing career opportunities for women in these fileds. Cost: $1.50 (estimate) American College Testing Publications

Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $106.00 (estimate) Science Research Associates

MEASURING BACTERIA IN MILK

SCIENCE/BIOLOGY

CURRICULUM FOCUS:

1. To understand that bacteria multiply in milk as it ages
2. To realize that it is necessary to take more than one sample in a scientific experiment in order to arrive at an accurate conclusion

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: One class period plus preparation time

ESSENTIAL RESOURCES:

Several same brand milk samples of different ages - same day as purchase, one week old, 2 weeks old, 3 weeks old; test tubes, methylene blue solution, pipets or medicine droppers, sterile cotton, thermometers.

INSTRUCTIONAL PROCESS:

This activity is to accompany a study of bacteria. Milk samples should be purchased and refrigerated ahead of time. Prepare stock methylene blue solution by dissolving 1.5 grams of the powdered dye in 100 ml. of alcohol. For actual use, dilute one part stock solution with 9 parts water. Divide the students into groups of two and ask them to do the following: Label 12 test tubes, 3 for each of the milk samples. Record the label of each sample tube, the date purchased and the latest saleable date on a chart:

DATA TABLE

Sample Identification	Date Purchased	Last Saleable Date	Time it took to return to normal color	Quality Rating

Sample Identification	Date Purchased	Last Saleable Date	Time it took to return to normal color	Quality Rating

Prepare a water bath at 35° - 45° C.

Fill separate test tubes 1/3 full with corresponding milk samples. Add 1 ml. (20 drops) of dilute methylene blue solution to each tube. Plug each with sterile cotton and place in the water bath. You may have to turn a hot plate off and on to maintain the correct temperature range during the day. Check the samples periodically. When the milk returns to its normal color, record the time that has lapsed on the data table. Rate your milk samples by using the rating chart.

RATING CHART FOR QUALITY OF MILK

Time to return to normal color	Quality
Less than 20 minutes	Highly Contaminated
20 minutes to 2 hours	Poor
2 to 5½ hours	Fair
5½ to 7 hours	Good
Greater than 7 hours	Excellent

Questions which each student should answer in a lab report are:

1. Was there a direct relationship between the age of the milk and its quality?
2. Why do you suppose that you were asked to run three samples for milk of each date?
3. What factors other than age do you think would affect the quality of milk?

During a class discussion, have the students devise an experiment to test for one of the other factors that could affect the quality of milk. Have them discuss why this type of information about bacteria is important to a dairy technologist and a food technologist.

Invite a dairy and/or food technologist into the classroom to talk about their occupations and the methods they use to test foods.

TESTING FOR SOIL NUTRIENTS

SCIENCE

CURRICULUM FOCUS:

1. Be able to test for the affects of a lack of certain soil nutrients on the growth of seedlings

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One class period plus observations

ESSENTIAL RESOURCES:
Vermiculite, beakers, corn, bean, and sweet pea seeds, distilled water, sunny window, ruler, balance

INSTRUCTIONAL PROCESS:

Prepare a Sach's solution by dissolving these salts in one liter of distilled water:

KNO_3 - 1 gm.

NACl - 0.5 gm.

$CaSO_4$ - 0.5 gm.

$MgSO_4$ - 0.5 gm.

$Ca_3(PO_4)$ - 0.5 gm.

$FeCl_3$ (1% sol'n) trace (1 drop)

Also prepare four additional Sach's solutions, omitting the appropriate mineral: Sach's solution without sodium, Sach's solution without magnesium, Sach's solution without phosphate and Sach's solution without iron. Divide the students into groups of two. Ask each group of students to complete the following instructions: Fill 6 - 250 ml. beakers with vermiculite to within one inch of the top of each beaker. Fill another 250 ml. beaker to within one inch of the top with garden soil. Place two seeds each, of corn, beans, and sweet peas, one inch below the vermiculite or garden soil surface in each beaker. Label each beaker with a number and place under well-lighted conditions. "Water" each of the seed containers as follows (using 100 ml. of appropriate solution):

Beaker	Solution
1	Complete Sach's solution
2	Sach's solution without sodium
3	Sach's solution without magnesium
4	Sach's solution without phosphate
5	Sach's solution without iron
6	Distilled water
7	Distilled water

The total amount of solution added to each beaker, the temperature, lighting conditions, etc., should be exactly the same for all of the beakers. The only difference should be the kind of solution with which the seeds in each beaker are "watered." Check the beakers daily and add equal amounts of the appropriate solution to each beaker as often as necessary to keep the vermiculite or garden soil moist. Record your observations on a table

	On the 7th day		On the 4th day		On the 21st day	
Beaker	height (cm)	appearance	height (cm)	appearance	height (cm)	appearance
1- Complete Sach's solution						
2- no sodium						
3- no magnesium						
4- no phosphate						
5- no iron						
6- distilled water						
7- garden soil						

Answer the following questions in a lab report:

1. Which beaker was the control?
2. How does the lack of sodium affect the appearance and the height of the corn, bean and sweet pea plants?
3. How does the lack of magnesium affect the height and appearance of the corn, bean and sweet pea plants?
4. How does the lack of iron affect the appearance and height of the corn, bean, and sweet pea plants?
5. How does the lack of phosphate affect the height and appearance of the corn, bean, and sweet pea plants?
6. How does omitting all of the above minerals affect these plants?
7. Of all the minerals tested, which one seems the most essential to plant growth? The least essential to plant growth?
8. By comparing your data, suggest the mineral content of the garden soil in beaker #7.

Discussion Questions:

1. How would this type of information be beneficial to a farmer, a florist?
2. Would a person who grows a garden as a hobby benefit from this type of information?
3. What methods do you suppose a farmer or florist would use to test the mineral content of soil?
4. What other factors might affect plant growth?

Invite a farmer and/or florist into the classroom to discuss various factors that affect plant growth and methods which they use to test for those factors.

SIMILARITIES AMONG ENVIRONMENTS

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Knowledge of fresh water aquariums

CAREER EDUCATION FOCUS:
(DELLA Statement)

67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three class periods, plus regular observation

ESSENTIAL RESOURCES:
aquarium, aerator, fish, fish food, water plants, thermometer

INSTRUCTIONAL PROCESS:

Have the students visit a local pet store and also write to suppliers to gain information about setting up a fresh water aquarium. With the students, devise a plan to set up a fresh water aquarium in the classroom. Have the students set up and maintain a fresh water aquarium.

When the aquarium is completed, the students should study and note the relationships among the fish, the plants and the environment. Noting adaptation, acceptance and rejection. The culminating activity should be a comparison of how the fish adapt to their environment with how man adapts to "his" environment.

Supplementary Resources: Women in Science and Technology: Careers For Today and Tomorrow. Booklet. Explores some of the growing career opportunities for women in these fields. Cost: $1.50 (est.) American College Testing Publications

Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $106.00 (estimate) Science Research Associates

Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on subject as well as life situations. Science is one of the subject areas of related interest. Cost: $250.00 (est.) California Learning Simulations

WHAT DO GUPPIES TELL US ABOUT PEOPLE?

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Explore the concept of an ecosystem

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two class periods plus continuing observation

ESSENTIAL RESOURCES:
aquarium tank, aquarium supplies, guppies

INSTRUCTIONAL PROCESS:

Have the students set up a fish tank in the classroom. An ecosystem should be established in the aquarium using a population of guppies. The students should compare the guppy population (how it continues to increase in size and finally levels off) with that of the human population. Over a period of time, change various factors (one at a time) and observe the effects upon the guppy population.

1. What are some of the differences and similarities between factors that affect the size of the guppy population and factors that affect the size of the human population?

2. How do changes in population size affect the labor market?

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California Learning Simulations

ANIMALS IN THE COMMUNITY

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop observation techniques

CAREER EDUCATION FOCUS:
(DELLA Statement)

#19 Recognize technological changes demand retraining of workers
#16 Understand need for continuing education in a changing world.

ESTIMATED CLASS TIME: Two Class Periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Have the student choose an animal to study in the community. They should also select two different areas in the community that they would like to compare in terms of population of their chosen animal. The students should walk through each area and count the number of animals that they see in a certain time span, and record this data in a table.

Follow-up questions for discussion:

1. What conditions caused the differences in the populations observed?
2. How have the activities of man influenced the population differences that you have observed?
3. What do you suppose these populations would have looked like ten years ago? Why?
4. What types of activities of man have been most responsible for these changes?
5. How have these activities affected the population?

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on subject as well as life situations. Science is one of the subject areas of related interest. Cost: $250.00 (estimate) California Learning Simulations

ELECTRICAL CIRCUITS

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Making electrical circuits.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Wiring, box or board, light or bell, battery

INSTRUCTIONAL PROCESS:

Ask the children to demonstrate their knowledge of electric circuits, by wiring an electric circuit for a game. They can construct a "memory" box or board on which a question terminal and correct answer terminal are connected by a piece of insulated wire so that a light blinks or a bell rings when the correct answer is given. The box could challenge children to match career titles with educational requirements, or problem solving situations with titles of occupations concerned with finding answers or other similar pairings. Circuit wiring should be changed periodically so that this memory box will test more than the children's ability to remember what terminals make the light or bell work.

Supplemental Resources: Women In Science and Technology: Careers For Today and Tomorrow. Booklet. Explores some of the growing career opportunities for women in these fields. Cost: $1.50 (estimate) American College Testing Publications

Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $106.00 (estimate) Science Research Associates

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UNDERSTANDING OHMS LAW

SCIENCE

CURRICULUM FOCUS:

1. Understand how ohms law works and how to figure it

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

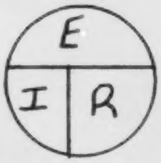
14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: Two class periods (45 minutes)

ESSENTIAL RESOURCES:
Ohms Law Memory Wheel, Film--"electricity: How to Make a Circuit" (Encyclopedia Britannica Educational Corporation)

INSTRUCTIONAL PROCESS:

Present an introductory lesson on electricity in which the terms volts, amps, resistance (ohms) and their relation to electricity are explained. Introduce the Ohms Law memory wheel and show how to read it.



That is, by covering the unknown symbol, the mathematical formula for determining the unknown is revealed. Using a simple circuit with volts, amps, and resistance (ohms), show the students how to read it. Using the memory wheel, have the students draw a simple circuit with correct values for volts, amps and resistance. Invite an electrical engineer and/or electrician into the classroom and ask him/her to include in his/her discussion, why knowledge of this relationship between volts, amps and resistance is important in his/her career.

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POWER

SCIENCE--PHYSICAL SCIENCE

CURRICULUM FOCUS:

1. To understand how an everyday activity can relate to work units.
2. To understand the relationship between the English System and the Metric System in the area of work.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between work and education.
#16 Understand need for changing education in a changing world.

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Scale, stopwatch, measuring tape, paper, pencil, conversion table, Metric System, English System Background on work and power.

INSTRUCTIONAL PROCESS:

Instruct the student to weigh himself/herself, then measure and record the vertical height of a stairway at home or in school. Following this have them measure and record the time it takes them to (1) walk up the steps, (2) run up the steps.

Have each student complete the following questions:

1. How many foot-pounds of work did you do in walking up the steps? In running up the steps? Was there a difference? Why or why not?

2. Compute your weight in the Metric System. Now determine the vertical height of the steps in the Metric System.

Hint: 1 lb. = 4.5 newtons
3.28 ft. = 1 meter

How many newton-meters (joules) of work were used when you ran up the steps?

3. Using the English System determine your rate of power when you ran--when you walked. Was there a difference? Why?

4. Look at your answers from #1 and #2. Since the majority of nations use the Metric System, what advantage or disadvantage do we have in using a different system?

5. Using the figures from question #3, what advantage in work would there be in being able to increase one's power? Remember power is defined as timed rate of work.

A CHARGED ACTIVITY

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS

1. All charged bodies are either negatively or positively charged
2. Like charges repel each other
3. Unlike charges attract each other

CAREER EDUCATION FOCUS:
(DELLA Statement)

04 Understand that personal characteristics can be changed.

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
glass rod, rubber rod, cat's fur or wool cloth, silk, pith ball, ring stand

INSTRUCTIONAL PROCESS:

Have students do several experiments with static electricity: 1. Run combs through hair and pick up bits of paper. 2. Charge rods and bring near other charged rods suspended with thread from a ring stand. 3. Charge rods and bring near suspended pith balls.

Students should reach these conclusions: 1. All charged bodies are either negatively or positively charged. 2. Like charges repel each other. Follow-up with a discussion based upon following questions:

1. What types of people are you attracted to (personality, physical characteristics, etc.)? Why?
2. What types of people are you "turned off" by? Why?
3. How could you learn to become more acceptive of the people who "turn you off?"

Supplemental Resources: Game-Sim. Series 1 A packaged set of 85 learning simulations. Emphasis on subject as well as life situations. Science is one of the subject areas of related interest. Cost: $250.00 (estimate) California Learning Simualtions

UNDERSTANDING MAGNETISM

SCIENCE

CURRICULUM FOCUS:

1. Understand importance and properties of magnetism

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Needles, corks, shallow dishes, magnets

INSTRUCTIONAL PROCESS:

This activity should be implemented as part of a unit on magnetism. After the students have developed an understanding of the properties of magnetism ask them to make their own magnets (magnetized needle on a piece of cork floating in shallow dish) and to discuss the following questions:

1. Why would knowledge of magnets be important to a pilot, and a navigator on an airplane or ship?
2. How could a magnet help you or someone in your family while engaged in leisure time activities (ex: driving a car, hunting, etc.)?
3. What are some businesses or industries that use electromagnets?

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $250.00 (estimate) Science Research Associates

LIGHT IS NOT ALWAYS RIGHT

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Understand difference between watts, footcandles and lumens

CAREER EDUCATION FOCUS:
(DELLA Statement)

14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
footcandle light meter, measuring stick or tape, data from local power company, General Electric, Westinghouse or Sylvania

INSTRUCTIONAL PROCESS:

Illustrate how to read a footcandle light meter. Using the Lumen Counter Method of lighting (as produced by General Electric Co., Inc.) have the students check the lighting in several rooms in the school. Procedure: (1) find area of room in square feet. (2) multiply this area x recommended lumens. (3) Check the lumens given off by the existing light bulbs on the lumen output table. (4) Add the total number of lumens given off by the light bulbs and compare with the total of recommended lumens. Do you think the recommended amounts of lumens are necessary? Explain.

Using the candlepower-foot candle method, calculate how many footcandles fall on several surfaces, such as school desks, gym floor, etc. Procedure: (1) find candlepower of the light bulbs using lumens from lumen output table. (2) measure the distance from light source to surface in feet (This surface must be perpendicular to the light source in order to use lumens). (3) Calculate amount of footcandles on surface using formula: $\text{footcandles}=\text{Candlepower}\cdot(\text{distance in ft.})^2$ (4) Compare your values with lighting recommendations in the chart. (5) Check the actual footcandles received on the same surfaces for which you calculated footcandles. What factors could affect the actual effective lighting received from a light bulb? How is this information helpful to an architect, a photographer and a television lighting crew?

Lighting Recommendations In Lumens 1 ft.^2 of floor Space

Location	Lumens	Location	Lumens
Living Room	80	Classroom	70
Dining Room	45	Hallway	45
Kitchen	80	Bathroom	65

Type of Light Bulb	Wattage	Lumens
Incandescent		
frosted bulb	60	855
frosted bulb	75	1180
frosted bulb	100	1750
3-way bulb	30-70-100	280-910-1190
3-way bulb	50-100-150	580-1670-2250
Fluorescent		
Warm*white 15"	14	460
Warm white 18"	15	505
Warm white 24"	20	820
Warm white 33"	25	1320
Warm white 36"	30	1480
Warm white 48"	40	2180
Warm white 96"	75	5800
Flood lights		
spot lights	50	430
spot or flood	75	860
spot or flood	150	1950
reflector flood	1000	24,000

*cool white fluorescent light bulbs have about the same lumen rating as warm white.

Note: The lumen output is reduced if the light bulbs are colored as follows:

Incandescent bulbs- pink=75% of rated lumens
blue=40% of rated lumens

Spot or Flood lights- yellow=80% of rated lumens
amber=55% of rated lumens
pink=50% of rated lumens
blue=35% of rated lumens

Lighting Recommendations In Footcandles

Area	Footcandles	Area	Footcandles
baseball seats during game	2	baseball seats before and after game	5
major league infield	125	major league outfield	100
basketball gymnasium	50	football field	50
kitchen	20	fine work area	75
school classroom	30	study halls	15
drafting room	50	laboratory	40

AIR CURRENTS AND JET PROPULSION

SCIENCE

CURRICULUM FOCUS:

1. Study of air currents
2. Study of jet propulsion

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Three class periods (45 minutes)

ESSENTIAL RESOURCES:
Model planes, materials to build a model airport, Dictionary of Occupational Titles, Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Following a unit on the study of air currents and jet propulsion, have some of the students in the class bring in model airplanes and jets. If they have not been assembled, the students may work in groups to do this. Discuss the principles of jet propulsion. Then set up a model airport showing runways, hangers, terminal, air control tower, restaurant, etc. A field trip to an airport could be planned. After the model has been completed, discuss what workers would be needed to maintain a service such as this. Involve workers for maintenance of the buildings and grounds, mechanics, pilots, stewardesses, workers in the terminal, restaurant workers, etc. The class could discuss the relevancy of education to these jobs, as well as the educational requirements for them. This activity could also be used in setting up a space base such as Cape Kennedy.

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $106.00 (estimate) Science Research Associates

Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on subject as well as life situations. Science is one of the subject areas of related interest. Cost: $250.00 (est.) California Learning Simulations

IDENTIFYING PROPERTIES OF VARIOUS MINERALS

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Identifying types of minerals
2. Learn the properties of minerals

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Radioactive minerals, (uranium, carnotite, vanadium, etc.), ore minerals (hematite, galena, silver, etc.), geiger counters, scratch plates, black light

INSTRUCTIONAL PROCESS:

This activity is to accompany a unit on minerals. Divide the students into groups of two or three students each. Teach students to use a black light, geiger counters, scratch plates and other methods for identifying minerals. Provide each group with samples of minerals which they are to identify. Each group should write a report on their minerals which includes the following: methods and results of testing minerals, where and how these minerals are obtained, and what these minerals are used for.

Mark off an area on the school grounds. In thes area bury samples of radioactive and ore minerals. With geiger counters and metal detectors, students will find and identify these minerals.

Have students research the importance of minerals in the occupations of a mineralogist, a geologist, and an environmentalist.

Supplemental Resources: Women In Science and Technology: Careers For Today and Tomorrow. Booklet. Explores some of the growing career opportunities for women in these fields. Cost: $1.50 (estimate) American College Testing Publications

Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $106.00 (estimate) Science Research Associates

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HOW HIGH IS THAT TREE?

SCIENCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Heights of distant objects can be measured with a formula.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#36 Aware of own multi-potentiality as to marketable skills

ESTIMATED CLASS TIME: One class period (45 min.)

ESSENTIAL RESOURCES:
A card-1" x 1", a 1 foot ruler, wall clock, trees

INSTRUCTIONAL PROCESS:

Indoors:

Hold up a 1" square card at arm's length so that the object (wall clock) is just covered when you close one eye. Have someone else measure the distance between your eye and the card, then measure the distance between your eye and the object. The distance from your eye to the object will be five times greater than the distance from your eye to the card. The object will be five times larger than the height of your card.

Outdoors:

Using the same procedure with a 1 foot ruler, compute the height of a tree, building, etc. The formula is the same. Discuss how scientists can measure the diameter of the moon, sun, etc. What other workers can use this technique? (engineers, farmers, etc.)

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis is on subject as well as life situations. Science is one of the subject areas of related interest. Cost: $250.00 (estimate) California Learning Simulations

MUSICAL INSTRUMENTS

SCIENCE/PHYSICAL SCIENCE

CURRICULUM FOCUS:

1. Production of sound by various methods-strings, air columns, percussion.
2. Develop an understanding of one method of sound production.
3. Develop vocabulary relative to careers in sound.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#32 Realize one's success in work is affected by one's attitudes
#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Overhead transparencies of vibrating strings, vibrating air column-open ends, vibrating air columns-one closed end, and percussion instruments. Pages 190-209 of Energy and the Atom by Navarra and Carona, cp. 1966 on production of sound. Cluster Resource Guides.

INSTRUCTIONAL PROCESS:

1. Instructor-based demonstration and group discussion, using the transparencies on the production of sound by vibrating strings, vibrating air columns, and percussion instruments to show how each group functions.

2. Following this the student will select a form of sound production which he is interested in and/or would like to know more about and make a workable musical instrument (already in use or of his/her own design) demonstrating this method of sound production.

Note: Students should be advised that the instrument they select should be suited to their skills and talents. Instruments that require extensive power tool work should be discouraged unless proper supervision is provided.

3. Upon completion of activity each student must bring the instrument to class in order to demonstrate it to the other classmates and explain the theory behind the musical instrument.

4. Each student should be able to associate several occupations involved in the production of each.

5. Set up a classroom display.

MASS PRODUCTION

SCIENCE/PHYSICAL SCIENCE

CURRICULUM FOCUS:

1. Different careers require different knowledge, abilities and attitudes
2. Relate education to work skills
3. Develop vocabulary relative to careers in manufacturing of instruments
4. Self-evaluation and appraisal of one's work

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationships between education and work
#20 Develop basic attitudes needed for entry/success in a career
#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Student made a musical instrument in a prior exercise which he/she designed to produce a sound and be aesthetically pleasing. You may want to use the *Occupational Outlook Handbook*.

INSTRUCTIONAL PROCESS:

Have the students complete the following worksheet:
Follow this activity with a class discussion based upon the students' responses on the worksheet:

1. Describe the instrument that you made. (Diagram and then prepare statement so that others may visualize finished product. Indicate materials, dimensions, etc.).

2. Give an *honest* appraisal of the type of work and amount of work that *you* did to produce this instrument. Then explain any work which required a "Helper."

3. Do you feel that the instrument you chose to make was suited to the type of skills that you have? Do you feel that you did the best job? Explain.

4. If you had to mass produce your musical instrument for sales, what jobs-(careers)-would be involved? Please make a list of these careers from the acquisition of raw materials to the sale of the finished product.

5. Outline the set up of the assembly line necessary to mass produce this instrument.

Follow up: Group discussion of worksheet where students may share ideas and appraisals.

DO THEY TELL THE TRUTH?

SCIENCE

CURRICULUM FOCUS:

1. Testing Commercial Products
2. Graphing

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: From one hour to a week depending upon the number of products tested.

ESSENTIAL RESOURCES:
All kinds of products--two different brands for each product. You may want to use utensils, etc. for testing products. You may want to introduce class to Consumers' Reports.

INSTRUCTIONAL PROCESS:

Have pairs of students test products as they are advertised on T.V. Be sure to keep products' names covered until all testing is finished.

Keep chart on products and record results of each test.

1. Did the product stand up to claims on T.V.?
2. Which brand did students feel was the better of the two they tested?
3. Which would be a better buy for the price?
4. Which would the students buy?

Class will prepare a large chart to post in the classroom. This may be continued all year. Also, it may be revised each year.

Discuss: What careers are involved in advertising? (e.g. layout artist, copywriter, sales executive, package designer, market researcher).

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis is on subject as well as life situations. Science is one of the subject areas of related interest. Cost $250.00 (estimate) California Learning Simulations

Career Exploration Program. Ten filmstrips with cassettes encouraging students to consider career exploration. The filmstrips introduce job families and explore careers in each. Science students may be interested in #5, scientific interest. Cost: $106.00 (estimate) Science Research Associates

HOW TIMES HAVE CHANGED!

SCIENCE

CURRICULUM FOCUS:

1. The technical inventions and discoveries of the past 40 years.
2. The vocabulary of these technologies.
3. The scientific principle upon which each invention is based.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#19 Realize technological changes demand retraining of workers
#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 15 (or more) 45 minute class periods (3 weeks)

ESSENTIAL RESOURCES:
Tape recorder; cassette, reference materials from school or public library.

INSTRUCTIONAL PROCESS:

Each pupil is to interview a grandparent (or a person of 50-70 yrs. of age), a parent (or a person of 30-50 yrs. of age), a brother or sister (or a person 16-25 yrs. of age) and a friend on tape about inventions or discoveries they remember in their lifetime. (Some of these may overlap).

Each pupil should listen to his/her tape and try to get two important discoveries or inventions from each generation. (Remind them these can include "unimportant" items such as styrofoam, fabric softeners, etc.).

Each pupil should write a brief report about each item (using library resources) including, if possible, the inventor, a technical explanation of how it works or how it is made and the scientific principles upon which it is based.

Then for each invention the pupils should try to list as many new words that have been added to their vocabulary because of that invention. Example:

Airplane: airport, aerodynamics, aerospace industry, airfoil, etc.

When the project is complete, the pupils may play their interview for the class to initiate a discussion. The rest of the report may be a written composition, a tape presentation or an oral report at the discretion of the teacher and students.

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TECHNOLOGICAL CHANGES AFFECT INDIVIDUALS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Current events
2. Technological change
3. Automation, computers
4. Energy crisis
5. Economic principles

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#19 Realize technological changes demand retraining of workers
#50 Develop vocabulary for understanding economic principles
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Listing of local businesses, industry and professions, brochures from local Chamber of Commerce, encyclopedias

INSTRUCTIONAL PROCESS:

Following a lesson on technology and its effects on society, have students select a local business, industry or profession which they believe shows evidence of having been changed by technology. The purpose of this activity is to determine if people employed in these fields are affected. If so, how?

When the business or profession (occupation) has been selected, the students will need to do research on what type of work is done. Also, if changes have been made, then what was it like before, and what will it be like in the future. In addition to library material, interviews with workers will provide an excellent source of information. Observations of working situations will help orient students to the work now being done.

Finally, students should consider if this is a field in which they may one day be working.

ROLE PLAYING BUYER AND SELLER

SOCIAL STUDIES/ECONOMICS

CURRICULUM FOCUS:

1. Learning how to buy for value
2. Vocabulary growth
3. Selling as a career
4. Examining role playing in consumer education
5. Developing concepts of personal morality in business
6. Citizenship

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#05 Recognize relationship: self-characteristics/decision-making
#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Three-four class periods

ESSENTIAL RESOURCES:
Small Business Administration, (Public Information, 1441 L. Street. N.W., Washington D. C. 20005)

INSTRUCTIONAL PROCESS:

Pre-lesson activity:

1. Invite an experienced salesperson to class. Have them explain and demonstrate sales techniques.

2. Suggest to students they observe salespersons in various stores.

Lesson: Role-play a buyer and seller in a hardware store

Buyer-- You decide you want to paint your bedroom. You have to use your own money and you have ten dollars. You would like to have a bright, clean room. You could wash the walls and clean the woodwork, but the colors are not your favorite. You don't know much about paint, except that it will take one gallon to cover all the walls. A salesperson walks over to you. What do you say?

Seller- You work in a hardware store. The more you sell, the higher the price, the greater is your commission. You also want satisfied customers. Paint sells at $5 per gallon for the least expensive, $7 for the good, $9 for the better, and $11 for the best. Your latest customer appears to be uncertain about color, price, and quality. How do you handle this situation?

Discussion:
Students comment on the role-playing. Then the discussion centers on how to sell and how to buy. Define what is meant by "a good buy."

Follow-up:
Students may observe selling-buying situations in actuality. A report can be done in writing or orally. The purpose of the report is to consider selling as a career.

WAR AND THE ECONOMY

SOCIAL STUDIES/HISTORY/ECONOMICS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Effects of wars on jobs and the economy.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Encyclopedia, Dictionary of Occupational Titles

INSTRUCTIONAL PROCESS:

Following a unit on a war, (any war), ask the students to guess what happens to all the jobs people lead before the war started? What happens to jobs when the war ends? (Remember all those jobs in the military). When were the workers in the best economic situation? Who decides where people work during a war?

The second aspect of this activity relates to economics. Where does the money come from to wage a war? How much does a war cost? Was everyone eager to help our government to win? (Joan Baez draft evaders, etc.). Does anyone have a voice in deciding whether or not to pay for a war? How much does each family pay to maintain the military? If military spending was reduced, what effect would it have on the job market? Should the government provide jobs? Why? This is a discussion to stimulate thinking rather than to reach conclusions. Free expression, with opportunity for all points-of-view should be allowed.

DEALERSHIP TOURS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Learn how a business operates

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#19 Realize technological changes demand retraining of workers
#29 Recognize materials/processes/tools of occupational clusters
#32 Realize one's success in work is affected by one's attitude

ESTIMATED CLASS TIME: One day for a field trip and one or two periods for a class discussion

ESSENTIAL RESOURCES:
Arrange a field trip to a car dealership

INSTRUCTIONAL PROCESS:

Take the students on a field trip to a large car dealer. These dealerships will give tours through their entire establishment. They will show the students all the jobs that are associated with large business establishments, plus the jobs that deal with every aspect of motor vehicle Ask the person conducting the tour to state salaries for each particular job, as well as responsibilities and entry level skills.

When you get back to school discuss the jobs which the students are interested in, and the new jobs they became aware of on the field trip.

INTERVIEWING

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learning to interview

CAREER EDUCATION FOCUS:
(DELLA Statement)

#46 Recognize the need for making a meaningful career choice

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
A list of jobs advertised in the local paper
Resource person from placement office (optional)
Copies of job placement forms
Kit--Career Decisions: Finding, Getting and Keeping a Job, (J. C. Penney, Co.

INSTRUCTIONAL PROCESS:

Students will set up a "mock employment service." Students will make applications for advertised jobs using this service. In turn, the service will provide students with hypothetical job offers. The students will have the opportunity to accept or reject these offers based on what they know about themselves and what they can find out about the job. Incorporate interviewing into the program. Prior to this role-playing you might want to invite a speaker from a job placement service.

Consider videotaping these interviews.

IS THERE SECURITY WITH SOCIAL SECURITY?

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Develop written and oral communication skills
2. Develop proper social attitudes
3. Develop an awareness of the social security program

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#23 Acquire vocabulary for describing the world of work
#42 Know external factors affect decision-making process

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

A social security representative to speak to the class. Application forms for a Social Security card. Pamphlets and brochures on social security.

INSTRUCTIONAL PROCESS:

Have each student write a short paragraph describing his concept of social security. Encourage some students to read their statements to the class. After everyone has had an opportunity, discuss any of the following that has not already been discussed.

1. Need for a social security card.

2. Other uses of social security numbers (Armed Forces, income tax forms, by colleges for student records, etc.)

3. Explain how to get a social security card.

4. Explain what to do if you lose your card.

5. Discuss any other benefits or disadvantages of social security.

After students are more aware of how social security works, invite a social security representative to speak to the class.

MAKING UP A BUDGET

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Economic awareness
2. Developing skills in budgeting

CAREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand the relationship between occupational roles/personal economics/life styles
#57 Realize wages should not be sole basis for career choice
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Samples of budgets for family, school, town, state, business. "Pies" are especially effective.

INSTRUCTIONAL PROCESS:

Students use budgeting as a basis for developing financial responsibility and to learn about careers in budgeting.

Activity One: Discuss budgeting with students and at the conclusion, formulate a definition for the class to use. Ask the class to list all ways in which a family may spend their income. (Shelter, groceries, transportation, clothing, health, taxes, gifts, recreation, personal, education, savings, insurance, etc.). Discuss what is included under each.

Activity Two: Have the students, in small groups, develop a budget for a family of four, with $10,000 annual income. Establish percentages for each category before using dollar expenditures. Discuss the difficulty of maintaining a budget. How do budgets get broken? Reinforce importance of financial planning and responsibility.

Activity Three: Show the class examples of budgets that are used in schools, government, business, industry. Discuss budget. Discuss who makes them. Ask students to identify careers for people who prepare budgets, discuss preparation for those careers, emphasize the need for mathematics.

Supplemental Resource: The Consumer's World. A system that provides a structured course of study. Includes a moderator's guide, cassette workbooks, activity sheets, mini quizzes and a resource manual. Innovative Sciences, Inc.

PAY DAY

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understanding how some of the basic economic influences in society affect individual choices and decision-making

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice versa
#44 Recognize that decision-making involves some risk taking
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: Two--three class periods

ESSENTIAL RESOURCES:
Pay Day--game by Parker Brothers (you may want to divide class into teams or have several sets so groups of students can play individually)

INSTRUCTIONAL PROCESS:

Present the game, explaining set-up and rules. Set a certain number of "months" and divide class into groups to play. You will probably want to devote more than one class period to playing the game, so that students will become adept at playing and able to grasp some of the basic strategies. Point out that in this game, each person's results are dependent upon chance and the individual's choices. The game is designed so that what one player does will not influence the outcome for the other player; each player is "on his own."

After playing, have students analyze and discuss various elements of the game (e.g. what is a good deal, when is the best time to make a deal based on time allowance and number of moves, what do they think of borrowing, savings, accounts, interest, etc.)

ETHNIC CONTRIBUTIONS TO AMERICAN SOCIAL STRUCTURE

SOCIAL STUDIES/HISTORY

CURRICULUM FOCUS:

1. Study of U. S. immigration and migration movements such as 1890-1910; migration movements such as the California Gold Rush
2. Study the effects of immigration and migration on the labor market

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

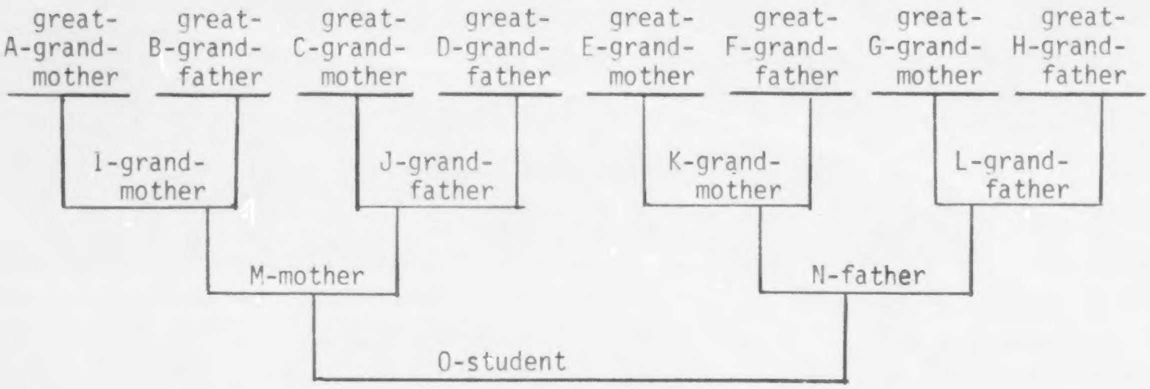
INSTRUCTIONAL PROCESS:

Ask the students to try to find out when their ancestors came to this country, what occupational skills they possessed and what jobs they found. After most of the students have obtained this information, discuss the relationship between certain occupations and various ethnic groups during the migration movements to this country. Explain how individuals and groups contributed to the industrial and cultural wealth of the United States.

A method for obtaining this information is to use an ancestor career trace. (see attached) The students can take these forms home and ask parents to assist in completing them as much as possible. When the forms have been returned, a discussion on what has been learned about ancestors can be initiated. Suggested questions or topics:

What have you learned about your ancestors?
What is an ethnic group?
How did ancestors contribute to cultural and industrial wealth of the nation?
Did you find a career or hobby that you might like to pursue?

Supplemental Resource: American Worker. Includes three filmstrips with cassettes and teacher guide. Examines the complex problems of worker dissatisfaction and what is being done about it. Cost: $59.50 (estimate) Westinghouse Learning Press


great-A-grand-mother
great-B-grand-father
great-C-grand-mother
great-D-grand-father
great-E-grand-mother
great-F-grand-father
great-G-grand-mother
great-H-grand-father
I-grand-mother
J-grand-father
K-grand-mother
L-grand-father
M-mother
N-father
O-student

A-Where born
Education-training
Jobs or career
Special hobbies or skills

B-Where born
Education-training
Jobs or career
Special hobbies or skills

C-Where born
Education-training
Jobs or career
Special hobbies or skills

D-Where born
Education-training
Jobs or career
Special hobbies or skills

E-Where born
Education-training
Jobs or career
Special hobbies or skills

F-Where born
Education-training
Jobs or career
Special hobbies or skills

G-Where born
Education-training
Jobs or career
Special hobbies or skills

H-Where born
Education training
Jobs or career
Special hobbies or skills

I-Where born
Education training
Jobs or career
Special hobbies or skills

J-Where born
Education-training
Jobs or career
Special hobbies or skills

K-Where born
Education-training
Jobs or career
Special hobbies or skills

L-Where born
Education training
Jobs or career
Special hobbies or skills

M-Where born
Education-training
Jobs or career
Special hobbies or skills

N-Where born
Education-training
Jobs or career
Special hobbies or skills

O-Where born
Education-training
Jobs or career
Special hobbies or skills

(Complete the above information on a separate sheet of paper)

MY OLDEST LIVING RELATIVE

SOCIAL STUDIES/HISTORY

CURRICULUM FOCUS:

American Cultures:

1. Students will understand that various ethnic groups went through difficult employment times following their immigration

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand the interrelationship between education and work

ESTIMATED CLASS TIME: One and one half weeks

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Each pupil will be asked to hold a conversation with the oldest available relative in the family. The questions must be presented to the parent before the interview. They would include:

1. Who was the first in our family to come to the United States?
2. Where did they come from (nation) and why?
3. What was it like to work when you were my age?
4. What are the biggest changes in jobs today as compared to when you were my age?

The pupil will then write out a summary of the answers obtained and be ready to discuss them in class. The teacher will list the various nationalities on the chalkboard and ask students to state their findings. Descriptive adjectives will then be written to help explain the problems overcome by various groups. The teacher can conclude by dealing with the melting pot theory and how it applies to minorities and jobs.

STEREOTYPING

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of Women's role in American society.
2. Biographies of famous women.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#56 Recognize that society needs labors of all its people
#43 Recognize restrictions in the decision-making process.

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:
Biographies of famous women, *Women's Day* and *Family Circle*, magazines, newspapers

INSTRUCTIONAL PROCESS:

Ask the students to read a biography of a famous woman. Some suggestions are: *Oh! Lizzie* by Doris Faber, *Shirley Chisholm* by Susan Brownmiller, *I Always Wanted to Be Somebody* by Althea Gibson, the anthology, *Modern Short Biographies* and *Don't Fall Off The Mountain* by Shirley MacLaine. Have the class share their thoughts about what they read through a class discussion and by creating a book jacket, mobile or diorama. Perhaps the students would like to role-play their characters by acting out a scene from the book, or by creating a new situation and role-playing the behavior they would anticipate their character to have based upon what they read.

Ask the class to gather data from magazines and newspapers about prominent women today, locally, nationally or internationally.

Define stereotyping, sexism, discrimination and chauvinism. Ask: What stereotypes exist and have existed about women? Why? How do you feel about them?

Discuss the advantages and disadvantages of mothers working outside the home. Role-play a family discussion about a mother getting a job outside the home. Complicate the family situation in different role-playing episodes by adding factors such as a new baby and/or economic needs, etc. Ask what are a mother's alternatives? How would you feel? Did any of the women you read biographies of, face a similar situation? How did they resolve it? Why? What factors entered into their decisions?

Supplemental Resources: *Women Today*. A sound/filmstrip. Cost: $25 (estimate) Guidance Associates.

Women In Science and Technology. Booklet. Cost: $1.50 (estimate) American College Testing Publications.

FAMOUS AMERICANS: EXAMPLES FOR STUDENTS

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Historical biography
2. Self-awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One class period at a time. The total number is determined by the number of profiles the teacher desires to explore.

ESSENTIAL RESOURCES:
Bibliographies of famous Americans, Profiles in Courage by John F. Kennedy.

INSTRUCTIONAL PROCESS:

Student presentations of character profile lead to discussion of the presentation and of ways to understand self. Individual students will research the lives of outstanding Americans. The purpose is to prepare a presentation for the total class. The student will select the means of presentation and must be careful to develop the theme that acceptance of self is a first step toward establishing a personal life goal. This is a continuing activity which is a changing process, because it leads to and is caused by life experiences.

The second point to be made is that the self-image is constantly being changed by life experiences. This need not be done in depth but is easily illustrated by experiences that individuals have as they go through life. The series on public television entitled the "Adams Chronicle" is a good illustration of how this can be done.

The discussion following the presentation by the individual students should concentrate on specific experiences and how they have changed the people who have been famous in America. The obvious follow-up is to ask students to consider experiences in their own lives that have brought about changes in self image and better acceptance of self.

As a follow-up activity, have students read Profiles in Courage and discuss John F. Kennedy's self-image.

THE PLANTATION

SOCIAL STUDIES/AMERICAN CULTURES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Students will infer and hypothesize that Blacks on a Southern plantation had different occupations which provided them with varying incomes and lifestyles.
2. Pre-1865 analysis of jobs and occupations on the Southern plantation

CAREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand the relationship between occupational roles/personal economics/lifestyles

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Stanley Elkin's text entitled Slavery (or teacher's reference)

INSTRUCTIONAL PROCESS:

The teacher will draw a map of a plantation on the chalkboard. The students will be asked to list the jobs that must be performed to make the plantation function. These jobs will be listed on the chalkboard and the class will be asked to state the "occupation" inferred by the job (ex. Shoeing horses-blacksmith). Students will then be asked to state which occupations had the most prestige and the consequences of such status.

NEWSCASTS FOR LEARNING

SOCIAL STUDIES/HISTORY

CURRICULUM FOCUS:

1. Colonial American History
2. Recognition of personal characteristics
3. Historical awareness
4. Self-expression

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: Preparation, two periods
Discussion, one period

ESSENTIAL RESOURCES:

Films, film strips, historical books, novels, and other materials available from the library learning center which are concerned with the historical period of Benjamin Franklin.

INSTRUCTIONAL PROCESS:

Through examination of life patterns and characteristics of others, students learn to recognize their own characteristics and life patterns. A group of students will do the research and write a script for a news broadcast. It can be in the same format as some of the Bicentennial materials now being produced on radio, and labeled "The Way It Was". The purpose of the newscast would be to pick a day in the life of two people, a boy and a girl who are the same age as the members of the class preparing the newscast. Two characters will be described as living at the same time as Benjamin Franklin. They should identify age, colony, city or rural, personal characteristics, personal habits, personal interests, education, recreation.

Present the newscasts to the class as an audience. The class will make notes during the presentations. The notes will assist in the following discussion.

The discussion of the newscast is to concentrate on how the modern student is similar to, but different from, the teenager who was depicted in the newscast. Observations should be on how people are different but the same. Interests are varied but not as different as would seem. Society influences the individual. The individuals influence the society around them. A study of historical figures can help us better understand this society in which we live.

HISTORY THROUGH A MONTAGE

SOCIAL STUDIES/HISTORY

CURRICULUM FOCUS:

1. Changes between Colonial/ Contemporary America

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#04 Understand that personal characteristics can be changed
#10 Develop a sensitivity toward and an acceptance of others
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: Two weeks

ESSENTIAL RESOURCES:
Magazines, paste, tagboard, Textbook of American History

INSTRUCTIONAL PROCESS:

The students will complete a study of one phase of Colonial History. When they finish, each student will select a particular facet of this subject matter and will relate that to contemporary society with a montage. The procedure to be followed will include:

a. They will have a central theme.
b. They will present the theme of this period and relate it to the present day.
c. The student will have magazines and other resources to collect material for the montage.
d. The student will then present his montage to the class, contrasting social values, political values and economic values of the two ages.

THE PURITAN WORK ETHIC AND DEFINING LEISURE TIME

SOCIAL STUDIES/HISTORY

JUNIOR HIGH

CURRICULUM FOCUS:

1. Study of Puritan culture
2. Influence of Puritan work ethic on today's national conscience

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Film--"Colonial America in the 18th Century", (McGraw-Hill Textfilms) Work in America, Dept. of Health, Education and Welfare, U. S. Government Printing office, Working, Studs Terkel.

INSTRUCTIONAL PROCESS:

Activity one: Following a unit on early colonial history, present to the students the concept of the Puritan work ethic and their use of leisure time. Encourage a discussion of what work was done, what was a working day, who worked and the variety of activities. Use the film to reinforce or to introduce the subject. Ask for suggestions on how Puritan attitudes and habits could affect contemporary work attitudes and habits.

Activity two: With the students, develop a questionnaire that they can use to determine current attitudes toward work and leisure. These questions may be asked of parents and adult friends. Questions may include:

Do you enjoy going to work each day?
Do you like the people you work with?
Is there some other job you would prefer?
If so, why don't you seek another one?
What do you do with your leisure time?
Do you like to have much free time with no restrictions?

When responses from the questionnaire are available, the students can work in groups of five to compile the data. Later, a report to the entire class will provide information for a reassessment of attitudes and habits that were expressed during the first period. Some questions:

What is a leisure time activity?
What sounds like a good job to you?
Are most people happy at work?
Why do people work?

THREE CAREER WEEKS-
JOBS OF THE PAST, PRESENT, FUTURE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Vocabulary building.
2. History of local town.
3. Creative writing.
4. Reading.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#56 Recognize that society needs labors of all its people
#45 Develop criteria for judging how careers meet life goals

ESTIMATED CLASS TIME: Three weeks

ESSENTIAL RESOURCES:
Workers in the community, history books, science fiction books, Dictionary of Occupational Titles, films, slides, filmstrips

INSTRUCTIONAL PROCESS:

First Week-Jobs of Long Ago

(Blacksmith, sheep shearer, soap maker, candlemaker, logger, etc.).

1. Make candles, butter, etc. in the classroom.
2. Conduct a class discussion about these jobs.
3. Have children research and write stories about these jobs. Also, ask students to illustrate their stories.
4. Have students interview older people in the community.
5. Use new vocabulary words as a spelling list.
6. Write a short play involving these careers.

Second Week-Jobs of the Present

1. Ask parents to visit school and discuss their jobs, interview other workers, visit job sites.
2. Students may be able to spend a day with a person of their choice. If so, ask students to take pictures, interview the person, and report back to their class.

Third Week-Jobs in the Future

1. Students should be imaginative. Ask students to invent new jobs and list the careers these new jobs would replace.
2. Have the students write stories about these new jobs.

3. Build some new machines-robots, electric boards to be used with the new jobs.

4. Again, use new vocabulary words for a spelling list.

5. Prepare a puppet show or play. This may be adapted to any of the three job eras.

CHARACTER TRAITS AND SOCIAL ROLES

SOCIAL STUDIES/HISTORY/GOVERNMENT

CURRICULUM FOCUS:

1. Biographic sketches of historical leaders
2. Biographical awareness of contemporary government leaders
3. Awareness of society's needs for government
4. Awareness of individual role in a democratic society

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: Two-three class periods

ESSENTIAL RESOURCES:
A list of ten or more character traits.

INSTRUCTIONAL PROCESS:

Students study character traits of recognized social leaders to understand that character traits affect societal roles for all persons. The purpose of the lesson is to carry on a discussion either with the class as a whole or the class in smaller groups, depending upon preferences of the teacher. Preliminary work is required in that all students should have read a biography or are aware of detailed information about the key person whose character traits will be discussed. Students should be prepared for this discussion with previous identification of personal characteristics.

1. One student will present a brief description of a selected leader in world history. Other students will ask questions so that in a brief time, approximately five minutes, they will have identified character traits of that person.

2. When traits have been identified, with the assistance of the person who has specifically prepared this biographical sketch, the group will determine how these outstanding traits affected the performance of the subject.

3. Next in the discussion will be the determination of how these traits lead the subject of the discussion to become recognized as a leader or as being successful.

4. Conclusion of the discussion: Identify whether or not common traits are found in all leaders.

5. Discuss: What is meant by being an outstanding leader?

6. How does this understanding of character traits help you to better understand yourself?

PLANNING FOR CHANGE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Time line
2. Rapidity of technological change and its ramifications

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

19 Realize technological changes demand retraining of workers

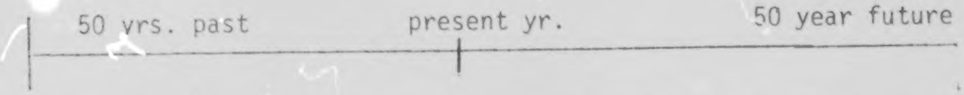
ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Future Shock by Alvin Toffler

INSTRUCTIONAL PROCESS:

This activity revolves around a class discussion of predictions of what life will be like in the year 2000.

Ask students to prepare a time line on the chalkboard.



The discussion can begin with a look at occupations 50 years ago.
How would a worker:

get to work	get paid
eat lunch	spend vacation
learn the job	etc.

What are the jobs likely to be held by men?
What are the jobs likely to be held by women?
What are the jobs likely to be held by children 12-18 years?

The second step would be to compare today with 50 years ago. Use the same questions about the workers.

The final stage would be to project the same thinking into jobs of the future. This time, ask them to write their answers to these questions and encourage imagination. A follow-up to this may be a synthesized report for all to consider.

CAREER CLUSTERS

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Community awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
3 X 5 cards, a community resource person

INSTRUCTIONAL PROCESS:

Invite a community member who is familiar with local employment to meet with the class and discuss the types of jobs available in the community.

On 3 X 5 flashcards, write general headings of various occupations; such as, Restaurants, Construction, Grocery Stores, Shopping Centers, Hospitals, Schools, Nature-Outdoors, Municipal Employees, etc.

Instruct each student (or small group of students) to draw a card from a hat or box. Each student (or group of students) shall write as many occupations as possible which will fall under each particular heading.

Encourage the class to share ideas about each category. Prepare a master list for each heading which is approved by the class. Compile a file for the various "headings." Include a brief job description for each occupation.

EXPLORING SOCIAL CAREERS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Learning research methods
2. Developing career awareness
3. Identifying the purpose of education.
4. Community study

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#16 Understand need for continuing education in a changing world

ESTIMATED CLASS TIME: Basic activity three class periods plus outside assignment. Alternate activities require at least one class period.

ESSENTIAL RESOURCES:
Dictionary of Occupational Titles, Occupational Outlook Handbook, Literary reference materials, guidance office resource materials.

INSTRUCTIONAL PROCESS:

1. Using various resources, students will prepare a list of no less than 25 careers that are related to the social sciences. Each student will select two or more careers from the final, edited list. (Editing is to avoid duplication, to eliminate undesirable roles, to be certain of relatedness to the social sciences field).

2. Through interviews and research, the student will determine a definition of one of these careers, the education needed in preparation for entering that career, the type of work involved, and the average salary. They should indicate the appropriate high school curriculum to complete.

The students will prepare a report based upon this research and interviews. This report may be (at the discretion of the teacher) a written report for developing writing skills, or an oral report to develop skills in speaking to groups.

3. Divide the class into groups to determine the careers related to social studies which are available in the community. From these group listings prepare a final listing of careers in the community which are related to social studies.

Alternative Activities:

1. Part of activity two can be modified to invite adults into the classroom who are employed in an appropriate career area.

2. Students may be released from school to spend an entire day at work with an adult in an appropriate career. An oral report to the class should follow this type of experience.

3. Activity three could include the preparation of a list with student-developed descriptions of each occupation which can be made available to all students through the school library or guidance office.

CAREER INTERVIEWS

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Developing Social Studies vocabulary.
2. Community study

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#14 Understanding interrelationship between education and work.

ESTIMATED CLASS TIME: 4-8 class periods (varying due to number of interviews).

ESSENTIAL RESOURCES:
Dictionary of Occupational Titles, Occupational Outlook Handbook, resource persons representing various careers, library resources for careers, guidance office career related materials.

INSTRUCTIONAL PROCESS:

Session one: Through discussion, the class will develop a plan to gather information about careers in this area. The eventual product of the discussion period will be a form to complete when information is gathered. Items on the form may include: title, description, type of labor, physical requirements, educational requirement, special vocabulary, need for workers, potential for the future.

Session two: Select a number of persons to visit the class to discuss their careers. See Interview Sheet (appendix) for questions the speaker should be prepared to answer. The potential persons to be invited to the class may include; College admission officer, high school work-study coordinator, Union Representative, business representative, State employment officer, selected adults with interesting careers.

Session three: During the interview, the students will take notes to learn these things: (1) vocabulary in career related areas, (2) ways in which the government can assist in career planning, (3) career and education related programs of local government agencies,

Session four: Reports on information gathered could be assembled by class for future references. This may be a continuing activity each year, with new careers or updated careers recorded and filed for use by all students. May be filed in library and guidance offices.

Supplemental Resources: Career Kits. Thumb-nail sketches of career opportunities. Desk top Career Kit includes more than 1000 items. Cost: $142. Careers, Inc.

PENNscripts. More than 200 career profiles with localized information by counties. Cost: Free. PENNscript Production Center.

CAREER EXPLORATION PROGRAM

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Letter writing
2. Telephone techniques
3. Verbal communication
4. Social awareness

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#06 Understand and use the concept "role"
#10 Develop a sensitivity toward and an acceptance of others
#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career
#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#30 Realize: work is an integral part of the total life style
#46 Recognize the need for making a meaningful career choice
#47 Develop a receptivity for new ideas/exploration of new ideas
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two classes for preparation, one day visit, one class report and discussion

ESSENTIAL RESOURCES:
Chart for planning places to visit (attached)
Sample letter (attached)
List of businesses, industries, government offices

INSTRUCTIONAL PROCESS:

In order to organize and operate a career and occupational exploration program, follow these five easy steps.

Step 1: Construct a list of volunteers from the community who might be interested in participating in the program. (Allow your students to suggest places they would like to visit). Send these prospective participants a brief letter explaining your objectives (see sample letter attached). This way they will have a chance to decide whether or not they wish to become involved before you contact them by telephone or visitation to receive a commitment to the program.

Step 2: Construct a list of parents and/or college students who would be interested in participating. Parents might be recruited through newspaper articles, telephone calls, the local P.T.A. or by mail. The college students could be reached through a Dean or a professor at a local college. Once again a brief description of the program should be made available before commitments are made.

Step 3: Construct a list of children interested in participating. After step one is completed, the teacher might motivate additional students by listing the places to be visited. When places such as the animal hospital, a local florist and McDonald's appear on the list, there will be no problem getting children to volunteer.

Step 4: Coordinate a schedule of names, dates, times and places for all those involved in the program. A sample chart is attached.

Step 5: After a child or a group of two or three children has chosen a place to visit, the educational experience actually begins. Now the student preparation begins. As the children prepare for their visits, they must compose a list of questions to ask. They also should know how to operate a cassette tape recorder and a camera. During the visit the student or group is required to find the answers to their questions by conducting interviews, observing and participating. They also are required to take pictures or slides. Upon returning to the classroom, these slide presentations and photo stories can be shared with the other members of the class.

Ways of evaluating your program include surveys, interviews and viewing the audio-visual presentations. The possibility also exists that the visits may serve as motivation for other mini-units of study, such as flower arranging or terrarium building.

SAMPLE LETTER

Date:

Dear _________:

The term "Education" means different things to different people. As a teacher of young people I am concerned that these future leaders learn about the environment in which they will be assuming roles and responsibilities. To give them a better understanding of their environment and to acquaint them with the careers available to them, I am inviting you to allow these children to learn through direct experience.

I would like to send one elementary student ranging in age from 10-12 years and a college student to experience one working day in your business establishment. Hopefully, these two people would be able to spend the equivalent of a school day (9:00 - 2:00) learning in a different educational setting.

If you are interested in participating in this program, please call the school and give your name to the secretary. Upon receiving your name, I will contact you to clarify further details.

Thank you,

Teacher
Subject-Grade
School

CHART FOR PLANNING PLACES TO VISIT

	Date: Time of visit:	Name of Student Class: Teacher:	Name of Adult Telephone:
Business, Industry, or Gov't office: Address: Telephone: Contact person:			

OPTIONS FOR BROADCASTING

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Recognizing responsible citizenship
2. Reporting current history
3. Presenting ideas to others with emphasis on certainty of understanding.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations
#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: Five class periods (or longer)

ESSENTIAL RESOURCES:

Optional recording equipment and props for demonstration or presentation of programs on radio or television. Field trip to radio or television station

INSTRUCTIONAL PROCESS:

Session one: The first part of the program involves taking students to tour a television or radio station. Before taking the tour, the students develop a list of questions they want to ask and observations they want to make about how the news reports are produced. Specifically, how are the words and texts written and edited. How are the audio-visual parts of the presentation produced. Some sample questions are:

1. What are the specific steps by which a news story progresses from an historical event to a news item on television or radio?
2. Who is responsible for doing each task?
3. Who decides which events should be written about, photographed, and broadcasted?
4. What guidelines are followed in writing the news to insure that the information is presented as objectively as possible?
5. Is there significant minority, political, religious and sex representation among the staff producers of the programs?
6. How do you decide where, and how often, to insert commercials?

To prepare for the field trip, students spend several evenings, or during school if it is possible, listening or watching the news broadcasts of the station they will visit. There will be an opportunity for them to get answers to their questions from observation, questioning staff members, and listening to what's being said. After the tour, the class develops a chart of the steps involved in producing a news program. Students can then begin to develop their own news program.

Session two: There are many formats and styles newscast simulation can take depending on the amount of time you have to spend on the activity and the availability of audio visual facilities. Ideally, several small groups of students tape their own separate news broadcast and compare and analyze the results. If this is not feasable, it may be a basic presentation to a class simulating microphones, recording equipment and so forth. Another approach is to use tape recorders and play back for various audiences.

There are various options available:

Option one: Can be a newscast of a past historical event. This is history-oriented and can be of one of the various formats which are frequently found on television and radio. It requires students to research an historical event in enough depth so that students can role-play the historical characters and replicate the event. It may be that you may want to have two groups presenting the same historical events and compare the results. This enables the class to learn how news can distort reality because no two groups are likely to give identical presentations of even the same historical event period.

Option two: Consists of narration primarily. This involves the reporting of a current news event. The text can be prepared from research through whatever news media is available; magazines, newspapers, television, and radio. School news is an exciting topic, particularly when it has been research for new and different angles.

Option three: Use a strictly sectional or anticipated event. Students can select a current event that has been taking place for some time and project a likely ending for the event. This predicted outcome would be the basis for their newscast.

Session three: Presentation of the finished material can be delivered to a varied audience. The importance of an audience is to get reactions based on specifications that the group was attempting to achieve. The audience may have check lists presented to them before the presentation and from their observations check the list and discuss the results. Some possible topics would include:

1. Was the news presented accurately?
2. Was the evidence of bias shown?
3. Were there any examples of propaganda in a newscast?
4. Were there examples of editorializing in what was to be an objective news broadcast?
5. Were facts presented from various points of view?
6. What jobs were involved in producing the newscast?
7. What were some of the unusual satisfactions of these jobs?
8. What skills are needed to perform these jobs?
9. What kinds of pressure operate on the news media? Can this affect the type of presentation and the quality of information?

There are several resources which are not essential for the presentation of this exercise, however, they might be suggested as follow-up for individuals who are specifically interested.

Resource Listing:

1. Society of Television Pioneers,
   P.O. Box 1475
   Lubock, Texas 79408

2. National Association of FM Broadcasters
   420 Madison Avenue
   New York, NY 10017

3. National Association of Broadcasting
   485 Madison Avenue
   New York, NY 10022

Supplemental Resources: The Fascinating World of Work Career Awareness Series. Three volumes of student materials plus lifestyle evaluation forms. Cost: $96 each volume (estimate) CRAM, The George F. Cram Co., Inc.

HERITAGE EXCHANGE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Library skills
2. Writing skills

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#16 Understand need for continuing education in a changing world
#18 Recognize developmental processes occurring in and out of school
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Ongoing for one year

ESSENTIAL RESOURCES:
Library, museums, historical places, local people

INSTRUCTIONAL PROCESS:

It is the intent of this activity to help the students to become aware of their own environment and that of others in America.

A. Find a school in another part of the country or state with which to exchange information.

B. Pick areas of interest to exchange information about.

   1. Local histories.
   2. Types of people who settled this area.
   3. Customs of this area.
   4. School-activities, sports, classes, etc.
   5. Occupations.
   6. Etc.

C. Have children make reports, collections, interviews (tape), draw pictures, take pictures, etc. describing their own school and community.

D. Make an oral report of the information collected to the class.

E. Send this information to the cooperating school.

F. Display, listen, and read materials sent to you from the cooperating school.

DECISION-MAKING, ALL THE TIME

SOCIAL STUDIES/GOVERNMENT

JUNIOR HIGH

CURRICULUM FOCUS:

1. Examine purposes and responsibilities of government
2. Examine the government's influence on our lives

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Newspaper or magazine articles (editorials) which directly affect the everyday living of citizens

INSTRUCTIONAL PROCESS:

- Following a unit on American government and how it functions, the activities suggested should encourage the students to consider a personal role in decision-making:

Activity one: Stimulate class discussion by asking for responses to these questions:

1. What clothes do students buy and wear?
2. Who selects the clothes? Makes the decisions?
3. If the student makes the decision, is the student responsible for how the clothes look? Wear? Cost?
4. Are these major decisions now?
5. How were the decisions made?

Activity two: The students have explored how to make decisions. Ask them to respond to the following questions in a written paragraph. They should explain their responses.

1. What is a major decision to be made when you go to high school?
2. What is a major decision to be made when you leave high school?
3. What is a major decision to be made 5 years after you have graduated from high school?

As time permits the students can present their responses to the class for its reactions.

Activity three: All of us are influenced by decisions made by other people. Members of congress, and the President, make decisions that affect all of us. The teacher will read headlines or brief articles reflecting recent decisions. Students can respond to questions such as:

1. How does this affect your plans for the next year?
2. Are you satisfied with this decision?
3. If you are dissatisfied can you do anything about it? How?
4. Will your decision be to act or accept? Does it matter?

CANDIDATES FOR OFFICE

SOCIAL STUDIES/PROBLEMS OF DEMOCRACY

JUNIOR HIGH

CURRICULUM FOCUS:

1. Workings of the American political system
2. The election process
3. Current events
4. Current political issues

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#24 Understand the variety and complexity of careers

ESTIMATED CLASS TIME: One week, or five classes over several weeks

ESSENTIAL RESOURCES:
"The Making of a President" by William White, newspaper articles, newsmagazine reports, Film--"Campaign American Style," Parts 1 and 2 (BFA Educational Films)

INSTRUCTIONAL PROCESS:

Students will do background reading from the suggested resources and others available in the school library. The intent is to gain a basic understanding of what an election campaign may be.

As an entity, the class will follow a candidate for elected office during a primary period. It would be better if a candidate for local office as well as national office were included.

During the class period selected, students will be responsible for collecting data about what has happened in the campaign since the last class meeting, projection of probable plans for the next week, and prognosis of election results based on current data. Contributions from all class members will be welcomed. Identification of roles by those who participate in the campaign activities is essential for the subsequent activity. Observation of local campaigning should be encouraged.

The culminating activity is a debate. The selected students will argue the various strengths and weaknesses of the candidates and the individual members of the class will make their decisions. Voting by ballot will give an indication of what the members of the class have decided.

Are any students interested in entering politics when they finish school? If so, they can practice by taking part in school elections.

CLASS COURTROOM

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Examination of the Judicial System
2. Develop understanding of the Constitution

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Know external factors affect decision-making and vice versa
#48 Understand the need to take responsibility of own decisions
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: Three class periods (45 min.)

ESSENTIAL RESOURCES:
Job descriptions, copy of laws (any kind, to show what they look like)

INSTRUCTIONAL PROCESS:

Select a crime (e.g. stealing television pictures) to be tried in a courtroom situation. Assign the following roles so that all students are involved:

Judge
Jury
Defense Attorney
Prosecuting Attorney
Defendant
Spectators
Bailiff
Policeman
Witnesses
Plaintiff
Stenographer

Before beginning the trial, provide a brief job description for the above, as well as a statement regarding correct courtroom procedure. When the trial is concluded, discuss common problems which are frequently settled through the judicial system. (e.g. non-payment of debts, consumer frauds, libel)

Reference to the Constitution should follow these discussions to show the relationship of all local, and state laws to the federal law.

Job descriptions:
Judge - A person who decides questions
Defense Attorney - A person who opposes the claim of the prosecuter
Prosecuting Attorney - A person who investigates and accuses
Stenographer - Records what is said
Bailiff - A minor court officer
Policeman - A person who enforces the laws

LOCAL ORDINANCES

SOCIAL STUDIES/CIVICS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Local government
2. Discussion and role play

CAREER EDUCATION FOCUS:
(DELLA Statement)

#28 Understand the relationship: occupational role/life style
#54 Understand the relationship between occupational roles/ personal economics/life styles

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Copy of the municipality's ordinances

INSTRUCTIONAL PROCESS:

Read the ordinances of a selected community dealing with the following subjects:

1. The curfew
2. Lot size requirements for one family dwellings
3. Requirements for the construction of apartment houses

The class will be divided into committees, the size to be determined by the number of students in the class. Each committee will represent a special interest group. Each group will examine and develop a position on the ordinances from the special point of view of the group they represent. The groups represented should include the following:

1. A committee of downtown merchants
2. A group of senior citizens, supported mainly by social security
3. A group of young married couples (no older than 25) who represent a cross-section of the job opportunities
4. A real estate agents' association
5. The municipal council
6. Middle income families (aged 30-50) earning between $15,000 and $25,000.

Each committee should present to the class their arguments for or against the ordinances and the reasons why.

SIMULATED DECISION-MAKING

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Individuals need to be competent in decision-making skills.
2. Personal evaluation of own decision making quality

CAREER EDUCATION FOCUS:
(DELLA Statement)

#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Two-three class periods

ESSENTIAL RESOURCES:
Community members

INSTRUCTIONAL PROCESS:

Below are examples of activities to develop decision-making skills.

1. Life Style Planning: Small groups of students (3-6) will plan a typical week in a hypothetical student's life. This life style plan will include classtime, leisure activities, interaction with others, and daily responsibility. Each group will plan a graphic presentation of their student's week, explaining how they used the decision-making process in their group experience.

2. Educator-For-A-Day: In this activity, students assume the roles of school personnel for one day. Students must decide the role for which they will apply and why they feel they can fulfill that role. The counselor/teacher will work with the student to establish and carry out procedures for this activity. These will include: methods of applying for positions, interviewing and selection procedures. Those selected will plan with their role model the activities for the day. Three types of evaluations will culminate this activity:

    a. The students who assumed roles will evaluate their roles in terms of the advantages and disadvantages of that role as a future occupation for them. They will also identify decisions they made in fulfilling their role.

    b. Students in classes will evaluate their activity in terms of their feelings about the "Educator-For-A-Day" program.

    c. The counselor and staff will evaluate the overall value of the "Educator-For-A-Day" activity.

3. Career Simulation: This activity will take place for a period of one week during which students will project themselves into the world of work.

Students will simulate the role of a worker in terms of the following: interests, personality characteristics, aptitudes, training requirements, employment opportunity, and job entry procedures. At the end of the week, students will reach a decision of acceptance or rejection of this worker role in terms of an occupational possibility for themselves. Solicit help from community members to serve as role models for the students.

Supplemental Resource: Deciding. These books, with a leader's guide, present a course of study in the development and application of decision-making skills. The program can serve as part of subject areas such as social studies and is especially appropriate for group settings. Cost: $2.50 each, (estimate) College Entrance Examination Board.

A NEW BALL GAME

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To examine creativity in approaching leisure activities.
2. To examine attitudes toward the nature and purpose of leisure activities.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period-possibly two

ESSENTIAL RESOURCES:
Imagination

INSTRUCTIONAL PROCESS:

Set up the following situation: You are on a group picnic with five other people of your age. One member of the party has a volleyball in the trunk of his car, and there is a large grass field available for use. Devise a new game and write the rules for that game.

Compare the various games invented and discuss a few of these with the class.

Some of the following questions can be explored:

Was your game meant solely to pass time in a "fun" way, or was there a provision for a definite winner?

Was your game highly competitive?

Was it designed to test or exhibit certain skills?

Was the game designed to end at a particular point (score or time requirements), or could it proceed as long as the group cared to play?

Was enjoyment of the group a factor you considered before devising your rules?

Could everyone participate?

The answers to many of the questions might reflect or indicate a desire or drive to instill a "work type" effort into the game. Our tendency to "work" even at play could be examined here. Likewise, you could examine the inability of many of us to truly relax in "play" situations.

The concept of recreation as re-creation can also be dealt with.

If there is a desire to keep this activity to a single period the development of the game itself can be given as a an overnight assignment. This would save considerable time.

AND WHEN I DIE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To have students consider their obvious characteristics in relation to what they consider a meaningful life

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#03 Understand relationship: self-characteristics/performance
#06 Understand and use the concept "role"
#07 Develop an understanding of the concept "life style"
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:
Ditto sheet with a list of characteristics, (included)

INSTRUCTIONAL PROCESS:

Present the students with the following list of personal characteristics: (use any 10 or 15 you choose)

Fair
Honest
Intellectual
Versatile
Competitive
Athletic
Popular
Witty
Humorous
Agressive
Gentle

Loyal
Femine/masculine
Individualistic
Religious
Successfully employed
Wealthy
Dependable
Cooperative
Open-minded
Hard working

A good parent
Creative
Well-known
His/her own person
Easy going
A good listener
Fun to be with
Excellent in _______
Patriotic
Concerned about others

Tell students to imagine they are on their death bed many years from now. Instruct them to rank the characteristics listed from 1 (most important to 10 or 15 (least important in terms of how they want others to remember them.

After the students have asssigned a rank to each of the characteristics given, form a circle and have students share their first and last choices (if they wish to give this information) with the loss. Compile a class list.

(For purposes of rapport, and so as to not give the impression of taking information without giving, the teacher should participate in this activity equally.)

When this phase of the activity is concluded ask students to pick their top 10 choices from the compiled class list and place them somewhere on the continuum below as they would apply if the students were to die tomorrow.

Fits me perfectly Possibly me Not me at all

Questions to discuss:

Is the second phase compatible with the first? (Is "what we want to be" compatible with what we presently are?)

If not--how do we get from where we are to where we want to go? Which factors are within our control--which are not? Why?

VOCATIONS AND AVOCATIONS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Learning how one's interests can be used to plan and make decisions
2. Learning ways to explore and develop one's own interests

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#64 Understand interrelationships: leisure time/one's career
#65 Understand leisure time can provide some of the rewards of work
# 7 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Dictionary

INSTRUCTIONAL PROCESS:

Look and write on board for class the main definitions of "vocation" and "avocation." Discuss these concepts with the class and list supplementary definitions that they give under each dictionary definition. Talk about the old-fashioned idea of a "calling" and how it relates to knowing ourselves and finding ways to express and expand ourselves.

With students, list major and minor activities which involve the same interests (e.g. truck farmer, home gardener, artist, Sunday painter). Discuss how some people have occupations and hobbies that are very closely related, while others use avocations to carry on interests which are very different from what they do occupationally. Discuss how a person might choose to make a hobby of something he is deeply interested in, but which would require skills and aptitudes he does not possess in order to follow this interest occupationally. Discuss the opposite: how a person's interests and avocations can lead the individual into acquiring other skills needed in order to lead into a profession. Discuss ways people use their vocational and avocational interests to achieve greater harmony and balance within their own life style.

Ask students to write a brief paper on how they feel about their own interests, and how they relate these to the twin concepts of vocation and avocation.

Supplemental Resources: Leisure Time: Busy or Bored. Six filmstrips with cassettes. It deals with the problem and need through individual people. Cost: $59.75 (estimate) Eye Gate House.

BACK TO BACK

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Multiple copies of block drawings. (See attached sheets)

INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse roles and new drawings are handed out. The process remains the same.

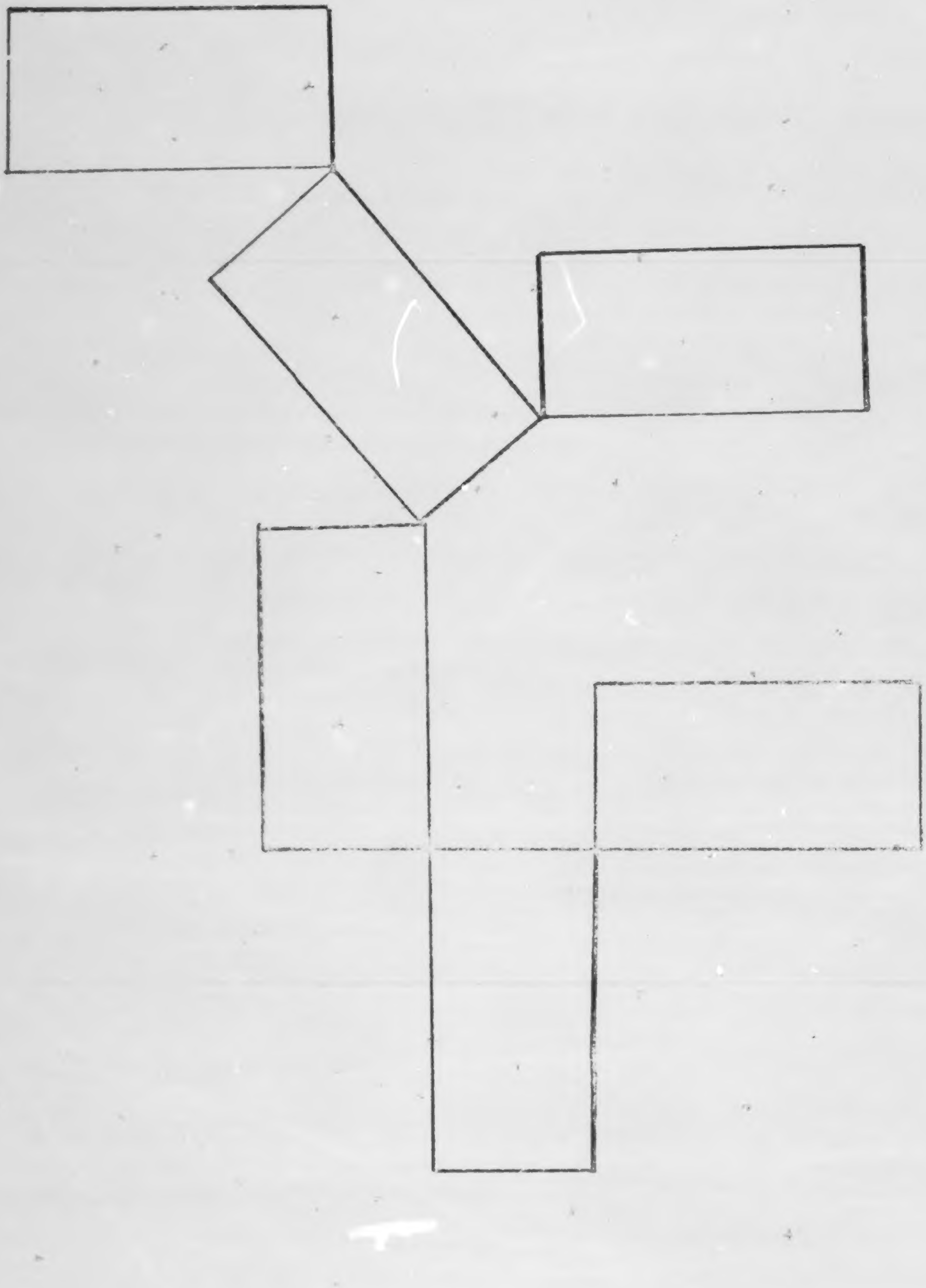
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

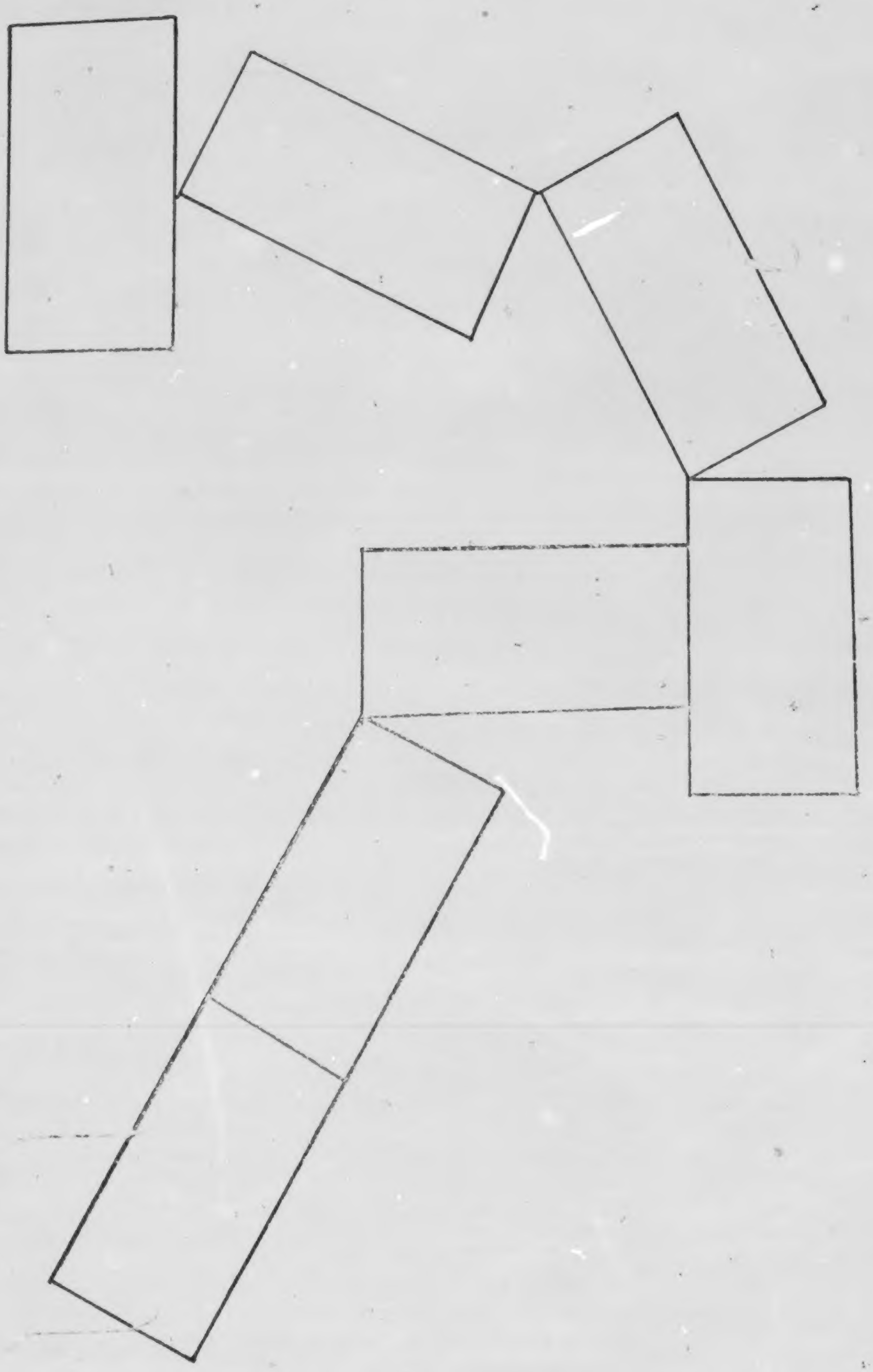
After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient.

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process, however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.





PUBLIC INTERVIEW

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. To allow others to know us better
2. To express our personal feelings attitudes, ideas, and values openly
3. To communicate effectively in front of others
4. To respond to personal questions on the spot

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#10 Develop a sensitivity toward and an acceptance of others
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: Five to ten minutes - a good filler activity to end a class that runs short

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This is a type of ongoing activity that can be used throughout the year whenever a few spare minutes arise.

The rules of the public interview are simple.

Any student may volunteer to be interviewed by the class. The student may choose a particular category of questions (family relations, academic goals, career plans, leisure activities, etc.) or he or she may simply choose "potpourri" (any type of questions are acceptable here.) Any student may ask whatever question he or she cares. The person being interviewed may decline to answer any particular question by merely saying "I pass." When the person being interviewed wishes to terminate the interview he or she simply says "Thank you" and steps down.

No one should feel threatened by this format as any question may be dismissed if it is too personal or embarrassing.

If a long time elapses between interviews the teacher should review the rules before asking for volunteers.

The teacher may volunteer first to get the process moving and to build rapport.

ROLE-PLAYING FOR SOCIAL UNDERSTANDING

SOCIAL STUDIES	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Role, sex, and racial sterotypes exist and affect people's behavior.	#6 Understand and use the concept "role".

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Film: "How About Billy Wilson?" (Federal Aviation Administration Film Library--AC-921)

INSTRUCTIONAL PROCESS:

Using role-playing, conduct two simulated job interviews. The second interview should contrast the first by involving prejudice and stereotypes. For example, the second interview might involve a black or woman applicant faced with a prejudicial interviewer. Discuss.

Role-play on the job behavior. Ask a boy to act out the role of a shop foreman directing activities of several workers. Tell a previously selected girl in the class to note all actions and mannerisms of the boy as he acts his role. Following the boy's portrayal of a foreman have the girl duplicate the role. Discuss in terms of role and sex stereotyping.

MAKING NEW ACQUAINTANCES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Social and business situations require people to be able to meet new people and to form relationships
2. Role playing

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
none

INSTRUCTIONAL PROCESS:

1. Discuss and list the situations where one would probably encounter new friends and acquaintances.
2. Ask what approaches could be used for meeting new people?
3. Discuss the reasons for developing new relationships.
4. Role-play various social situations. For example, meeting someone new, or being part of a group and feeling left out.
5. In the role-playing situation try out the approaches for meeting people, that have been discussed by the class.

STEREOTYPES

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learn meaning of term, "stereotype."
2. Awareness that many characters in literature are stereotypes.
3. Realization that real life roles or occupations should not be stereotyped.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#30 Realize: work is an integral part of the total life style
#34 Recognize that occupational stereotyping is undesireable

ESTIMATED CLASS TIME: Two or three class periods and homework research

ESSENTIAL RESOURCES:
Newspapers, magazines, instamatic cameras and films, art paper or poster board, paste, markers.

INSTRUCTIONAL PROCESS:

Explain the term, "stereotype." Point out the stereotypes in the literature read thus far in class.

Have each pupil make a collage or scrapbook of pictures depicting what they think is the stereotype of one of the following categories: (or make up your own categories) "hippie," "teacher," "lawyer," "politician," "cop," "lard hat," "hero," "crook."

Display and discuss what the pictures in each collage or scrapbook have in common, and how accurate they are, etc.

Teams of four pupils are then to go into the community with a camera and take pictures of 5 teachers in the district, the policeman in the community, 5 men with "hard hat" occupations, 5 students who are considered school heroes, 5 local lawyers, 5 politicians (here perhaps they will have to resort to newspapers), newspaper pictures of apprehended "crooks," (even a "hippie" cult if you have them around).

Film is developed and each team then prepares a collage or scrapbook of the "real" pictures.

Compare the "real life" pictures with the stereotypes. Unlimited discussion can follow. Ask:

1. How are the pictures alike or different?
2. Are one class of people really different from another?
3. Is stereotyping fair?

WHY DO PEOPLE GO TO WORK?

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understanding the place of work in society
2. Relating work to the individual's capabilities and interests
3. Learning more about ourselves from what we do

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#55 Recognize role of work in economic independence
#56 Recognize society needs labors of all its people
#57 Realize wages should not be sole basis for career choice
#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Purpose of this activity is to help students to "think big" about work and develop positive concepts about work, its value to the individual, and the working individual's value to others and society in general.

Talk to students about the difference between positive and negative attitudes. Show how people can change their attitudes by concentrating on positive aspects of what they are doing and learn to ignore or minimize negative influences. Discuss why it is not necessary to be negative in order to be realistic.

Talk about money as a measure (but not the only one) of value. Use the Handbook to look up at random or at the students' suggestion, careers that make up part of this society. Glance over an occupational write-up and give them some of the pertinent facts. Keep discussion free-flowing, allowing students to ask questions that cover a wide range.

Ask them to write a short paper on what they would look for in a career, what they would be prepared to do, what they would prefer not to do.

Supplemental Resources: American Worker: Three filmstrips with cassettes and teacher guide. Provides insight into the complex problem of worker dissatisfaction. Cost: $59.50 (estimate) Westinghouse Learning Press.

PROPOGANDA TECHNIQUES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of mass media
2. Study of advertising and persuasive techniques

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One-two periods

ESSENTIAL RESOURCES:
materials for bulletin boards and posters, advertisements from magazines

INSTRUCTIONAL PROCESS:

In a discussion with the class, identify various types of methods used in advertising. The students should do the identifying and developing of definitions.

Distribute the advertisements and have the students separate them according to the method used in each ad.

Discuss the value of advertising. Ask for students' reactions on how to separate truth from falsehood (or propaganda).

Supplemental Resource: Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaints students with lively, less familiar careers that afford special personal satisfaction.
Cost: $150 (estimate) Houghton Mifflin Company

LET'S TRAVEL

SOCIAL STUDIES

JUNIOR HIGH

CURRICULUM FOCUS:

1. Vocabulary building
2. Travel awareness
3. Map reading
4. Budgeting money
5. Study of Mexico

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#59 Acquire basic money management skills
#61 Acquire basic consumer skills
#64 Understand interrelationships: leisure time/one's career

ESTIMATED CLASS TIME: Two 45 minute classes

ESSENTIAL RESOURCES:
Field trip to a travel agent, maps, folders, atlas, encyclopedias, airline schedules, bus schedules, train schedules

INSTRUCTIONAL PROCESS:

Have students plan an itinerary for a trip to Mexico (or anywhere) for a two week period. The students must have some background of the country. Conduct a discussion of the following questions:

1. What would you like to see?
2. How will you get there?
3. What is the cost?
4. Do you need a passport, shots, etc.?

When these questions are answered, organize the class into groups of four. The assignment is to plan a trip. (Include method of travel, route, destination, accommodations, cost, etc.).

Each group will report to the class with an oral report, or graphically, or using some other method.

In conclusion, the entire class can make a list of all occupations that would be required to make the trip possible. When a job is suggested, the student must tell of its relevancy to the trip.

WORLD WIDE OCCUPATIONS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Awareness of social roles in foreign places
2. Commonality of social needs
3. Variety of ways to express concepts through fine arts

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#3 Understand relationship: self-characteristics/performance
#6 Understand use the concept "role"
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Dictionary of Occupational Titles, Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Students learn about the need for work through studying world-wide occupations.

1. Ask students to develop a list of occupations that people do in all parts of the world (e.g. mailman, teacher, carpenter, etc.). Divide students into groups and ask each group to develop a list of character traits for one of these workers.

2. Ask groups of students to research how this job (chosen in Step 1) is performed in the United States and in another country. Have each group prepare a chart of its results.

3. Students identify how they think they would feel performing the tasks of the selected occupation. Expression of this feeling will be accomplished through one of the fine arts.

4. All art work will be displayed. Students will explain and/or interpret their work. Discussion may relate to the fact that everyone approaches tasks differently.

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WINDOW ON MY WORLD

ART

CURRICULUM FOCUS:

1. To help students identify some of their values
2. To help students express these values in concrete terms
3. To make students aware of peer's values

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#04 Understand that personal characteristics can be changed
#08 Develop a positive self-concept
#10 Develop a sensitivity toward and an acceptance of others
#11 Develop flexibility in interpersonal relationships

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
One 20" x 24" sheet of white construction paper per pupil, pencils or charcoal, crayons, colored pencils, markers or paints

INSTRUCTIONAL PROCESS:

If this lesson is used in a Language Arts class, work without concern for artistic results. If, however, it is to be incorporated in an art lesson, more attention may be given to medium and form of expression used.

Ask the students to divide their art paper into nine "window panes" with a pencil or piece of charcoal.

In the first two panes, draw (and color) pictures of two things you feel you do well. In a third section, draw the place you feel most "at home." In another pane, draw a scene depicting your greatest success "so far in life. In a fifth section, draw a scene depicting what you would do with your life with only one year left to live. In the sixth, seventh, and eighth panes, draw the three people most influential in your life. In the ninth, draw "what you would like to be." Display these windows. Perhaps pupils could guess whose windows are whose, or they could interpret how they "see through" each other's windows. Unlimited discussion can follow from the pictures. This eliminates a child's hesitancy to tell verbally about his feelings, because the eye focus of the class is on the picture rather than on the child.

SOUND PICTURES

ART

JUNIOR HIGH

CURRICULUM FOCUS:

1. Interpret a painting by using sounds

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Collection of Impressionist art reproductions, large variety of sound sources

INSTRUCTIONAL PROCESS:

Explain and discuss Impressionism. Draw attention to the use of dabs of color and shimmering, vibrating qualities. Ask the students to search a picture for things that suggest movement and therefore imply sound. Propose a few sample sounds for things found in the picture. Particularly note the time of day and its relationship to sound.

Organize the students into small groups of 3. After choosing another painting, let each group practice their sound picture, the individuals planning and talking about what they'll use. Don't interfere or offer much advice. Force them to make their own decisions within their group.

Evaluate each performance by asking the players to explain how each particular portion of the painting inspired their sounds. Take time to enjoy the reactions and responses of listeners.

Supplemental Resources: Art For Young Americans by Carl J. Heyne. A book. Cost: $9.21 Charles A. Bennett Company, Inc.

CAFETERIA CRAFT FAIR

ART

CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Tables, poster board, art supplies, sign up sheets

INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

Supplementary Resources: Career Discovery Series/People Who Influence Others. Four filmstrips with cassettes or records. Cost: $55.00 (estimate) Houghton Mifflin Company

ORGANIC DESIGN

ART

JUNIOR HIGH

CURRICULUM FOCUS:

1. Art as a means of experiencing and interpreting nature.
2. Nature as a major source of inspiration for today's craft artists.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#27 Understand process in developing a career
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Approximately one week

ESSENTIAL RESOURCES:

Overhead projector, biology texts, geology texts, etc. Pictures of modern weavings, pottery, craft design. Cardboard, white glue, stapler, string, yarn, fabric, stuffing material.

INSTRUCTIONAL PROCESS:

Using the overhead projector, show students a variety of interesting organic shapes (e.g. leaf veins, single cell animals, plant structures, etc.), as well as pictures of modern craft arts (weaving, pottery, etc.). Discuss with students how organic design might be used by a craft artist in helping to select colors, textures and shapes in order to achieve decorative art. Discuss the stages a modern artist might go through in developing an idea from nature, from preliminary sketches to a small study using actual materials intended for the final product.

Have students make a preliminary design sketch. Distribute sheets of corrugated cardboard and allow them to carry out their designs by giying and stapling bits of yarn and string, stuffing fabric, adding actual bits of bark, small stones, etc. Have each student give a presentation describing his/her organic design source, and how he/she chose to interpret it.

Supplemental Resources: Art For Young Americans by Carl J. Heyne. A book . Cost: $9.21 Charles A Bennett Company, Inc.

TYPEFACE COLLAGES

ART

CURRICULUM FOCUS:

1. Developing a sense for layout and design.
2. Awareness of design in typefaces.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two class periods and field trip

ESSENTIAL RESOURCES:
Wood and metal type pieces-these can be obtained at a local printer's or newspaper office. Stamp pads and ink, construction paper. Catalog of transfer lettering or other booklet giving examples of different styles of typefaces and sizes. Pictures of type collages.

INSTRUCTIONAL PROCESS:

Discuss the origin of typefaces and show examples of current popular styles of type. Discuss the design of a new typeface, the parts of the design (e.g. oval, stem, serifs). Show examples of type collages.

Give students construction paper and stamp pads and let them make their own collages. Students may wish to rule off different sized rectangles on the paper to aid them in arranging the collage. Use art gum erasers to remove lines after the collage is finished.

Arrange a field trip to a local printer's or newspaper office. (See Interview Sheet, Appendix). Have students observe some of the processes used in printing.

Afterwards, discuss field trip and ask students to list other occupations which are related to selecting typefaces (e.g. package designer, directional sign designer, book jacket designer, advertising layout artist, advertising copywriter, etc.).

Supplementary Resources: Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaint students with lively, less familiar careers that afford special personal satisfaction. Cost: $150.00 (estimate) Houghton Mifflin Company

TILE DESIGN (REPEAT PATTERNS)

ART

JUNIOR HIGH

CURRICULUM FOCUS:

1. Using basic design tools
2. Developing a sense for design

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#25 Understand how occupations relate to functions of society
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Tracing paper, colored marking pens, ruler, straight edge, colored paper, rubber cement, scissors, white paper, examples of tile design consisting of four repeat patterns on each tile.

INSTRUCTIONAL PROCESS:

Show the class examples of tile design and talk about how a repeat pattern is developed and used. Divide a tile design into quarters and show how each quarter is the same. Have students make their own tile design:

1. They may fold a square piece of paper into quarters and cut out a design with scissors. Then lay this design over a different color paper and mount with rubber cement.

2. Design a motif; using tracing paper. Transfer this motif four times around an axis. Color it with markers, or cut pieces of colored paper and paste them in position. Use markers to add detail.

Ask students to list occupations in which people work with repeat designs. (e.g. wallpaper designer, linoleum, fabric, etc.) What are some of the basic points to consider in doing this type of design?

Supplemental Resources: Explore/Unit 2. Four sound/filmstrips, student log books, teacher guide. A four part study: personalities and jobs, jobs that fit peoples' needs and skills, type and duration of training, and the reasons why people work. Cost: $99.50 (estimate) Scholastic Book Services

WOOD AND LINOLEUM BLOCK PRINT MAKING

ART

JUNIOR HIGH

CURRICULUM FOCUS:

1. View, respond to, and investigate art made by others
2. Design and cut a mini-wood cut, linoleum block
3. Print a proof print and a series of five
4. Display work and view others

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#21 Recognize relationship: school environment/larger society
#23 Acquire vocabulary for describing the world of work
#32 Realize one's success in work is affected by one's attitudes
#67 Develop skills in leisure time activity

ESTIMATED CLASS TIME: One-two class periods

ESSENTIAL RESOURCES:
Commercial printing examples: wood and linoleum: rubber stamps, etc. Stamp pads, inks, brayer, printing paint surface, paper, wood and linoleum sections, wood and linoleum cutting tools

INSTRUCTIONAL PROCESS:

1. Teacher-student introduction and discussion: What type of printmaking have you done in the past? Were you pleased with the results, the process? Have you tried wood and linoleum block printing? How is it used in art, in school, in society? What safety factors do you have to consider? How can you use it?

2. Teacher demonstration of the safety rules, selection and simplification of an idea, technique of cutting and printing.

3. Student participation independently. Teacher help when needed.

4. Student-teacher evaluation and discussion. Did you enjoy this process? What are the good and bad points about it? Where can you find supplies if you want to print on your own? Where can you learn more about it and see other examples? How can you use the process in the future?

5. What careers are available in the printing field? Discuss lithography. Visit an art gallery or store to see lithographs. If there is a lithographer in the local community ask him/her to come to speak and show examples of his/her work.

CLOTH BATIKING

ART

JUNIOR HIGH

CURRICULUM FOCUS:

1. View, respond to, and investigate art made by others
2. To plan, simplify a complex shape into an abstract form suitable for batik
3. To achieve harmony through limiting color
4. To recycle art supplies from home

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#17 Recognize role of education in career and life goals
#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters
#44 Understand decision-making involves responsible action
#67 Develop skills in leisure time activity

ESTIMATED CLASS TIME: Two-three class periods

ESSENTIAL RESOURCES:
Planning paper, pencils, chalk, cloth, batik tools, wax, melting pan, iron, newspaper, dye, scissors, (Art materials for transforming the finished batik fabric into a functional product: Dowel rods, sewing machine, stapler, yarn, etc.) (Wall hanging, notebook cover, pillow cover, flag, banner, soft sculpture)

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: What are textiles? Fabric design? Why? Who? How? What is a batik? Why is it popular in the Orient? In the United States? How is it done?

2. Teacher demonstration of batik. Examples of functional use.

3. Student participation: step-by-step..teacher help when needed.

4. Student-teacher discussion: Do you like this process? How can you use it? Where can you find your own art supplies? Where can you learn more about it? Where can you find other examples?

As supplementary resources use:
Film, video, slides of the process: step-by-step
Field trip to an artist's studio, commercial user of batiks.

SAND CASTING CANDLES

ART

CURRICULUM FOCUS:

1. Participate in recycling home/natural materials
2. Use additive and subtractive sculpture techniques
3. Create a sculpture that is both decorative and functional

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters
#15 Be aware of multiplicity of skills, knowledge in education
#32 Realize one's success in work is affected by one's attitudes
#47 Develop a receptivity for new ideas/exploration of new ideas
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two classes

ESSENTIAL RESOURCES:

Week One: Shoe box filled with sand, pebbles, driftwood, assorted objects, candle wax and wicks, burner and melting pans for wax, newspaper for tables.

Week Two: Cast candles from week one. Wood carving tools, nylon stocking for polishing, matches for testing candles, newspaper, display area.

INSTRUCTIONAL PROCESS:

Out of school preparation: student collection of sand, wax, wicks, pebbles, wood, other objects to embed in candles.

Week One:

1. Teacher-student discussion. What is casting? Sand casting? How is it used? Today? In the past? In the future? How can we use it in school? At home? What decisions must you make?

2. Teacher demonstration of forming a stone-driftwood-other materials in the mold, adding the wick, and pouring wax.

3. Student participation in creating their own mold and pouring wax with teacher supervision, saving projects for the second week (letting the wax harden).

Week Two:

1. Student removal of candles from the sand mold. Student-teacher discussion. What has happened to your casting? What changes can you make next? What materials and methods can you use? (Carve and polish, paint if desired).

2. Student participation in changing their candles. Clean up; viewing others and displaying their work.

3. Teacher-student discussion and evaluation of the process and results. What part did you like? Dislike? What would you change? What other materials can you use? Where can you find the materials so you can do this on your own? How did you learn from others? Where can you go for more information?

As supplementary resources use:

1. Field trip, video, movie about a trip to a candle manufacturing company.

2. Slide set, pictures of decorative candles and other sand cast objects.

3. Reference books on sand casting. Examples: (Art, History).

4. Field trip to a metal foundry, silversmithing casting shop.

5. Actual examples of sand cast candles and other objects made from metal, concrete, plastic, wax, etc.

Supplementary Resources: Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaint students with lively, less familiar careers that afford special personal satisfaction. Cost: $150.00 (estimate) Houghton Mifflin Company

CLAY PICTURE FRAMES

ART

JUNIOR HIGH

CURRICULUM FOCUS:

1. Developing manual dexterity.
2. Developing a sense of design.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#29 Recognize materials/processes/tools of occupational clusters
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:
The Discovery Book of Crafts by Jann Johnson, Readers' Digest Press, page 61. Cornstarch, baking soda, saucepan, hot plate, cookie cutters (optional), table knives, cardboard.

INSTRUCTIONAL PROCESS:

In this activity students create their own style of picture frames using a home-made self-hardening clay. A recipe for making this can be found in The Discovery Book of Crafts. The picture frames can then be created by cutting the clay into strips and braiding or weaving it. Also, cookie cutter shapes could be overlapped or designs could be pressed into the smooth surface of the clay as decorative touches.

Have the children bring in a favorite picture or a small mirror for which they would like to make a frame. During the first class, have the students design their frames on paper. (They may design several and choose the one they like best). During the second class period, they can make their frames. The third period can be used to paint these frames. Finally, the students can shellac their frames during the fourth period and display them around the classroom.

As a follow-up activity, discuss the types of craftsmen's skills which were needed to make these frames-manual dexterity, patience, a good sense of design, an awareness of what can and cannot be done with materials, etc. Also discuss: What careers are related to this project? Where could someone receive training in these careers?

PAPIER - MÂCHÉ PITCHER

ART

CURRICULUM FOCUS:

1. Learning manual dexterity
2. Learning about folk crafts
3. Developing a sense of design

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: Seven class periods

ESSENTIAL RESOURCES:
The Discovery Book of Crafts, by Jann Johnson. *Reader's Digest Press*. Newspapers, oatmeal box, cardboard, white glue, examples of folk art motifs

INSTRUCTIONAL PROCESS:

1. Have students bring oatmeal or other round cardboard cartons to class. Explain how the process of using cardboard and papier-mâché can be used to turn these cartons into pitchers for holding dried flowers, wooden spoons and other kitchen utensils, etc.

2. The students will use papier-mâché techniques to form pitchers.

3. Have students coat their pitchers with gesso and allow to dry overnight.

4. The pitchers should be coated with paint and allow them to dry overnight.

5. The students will decorate their pitchers with a folk motif which they may create with a stencil or by free hand.

6. Finally, the pitchers should be coated with a clear shellac. After the pitchers are completed they may be displayed in a glass display case in the school.

7. Review with students the steps in creating the pitchers. Ask the following questions:
   What skills were needed?
   How does learning these skills in one project transfer to greater ability in similar projects?
   What careers are related to these skills?
   Where could you receive further training in these skills?

CREATIVELY DECORATING PIES

ART

CURRICULUM FOCUS:

1. Develop motor control: construction-painting.
2. Use patterns and motifs
3. Achieve harmony through limited shapes and colors
4. View others and respond to differences and similarities, psychological effects on you and others.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#32 Realize one's success in work is affected by one's attitudes
#47 Develop a receptivity for new ideas/exploration of new ideas
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One-two lessons depending on involvement and time

ESSENTIAL RESOURCES:

EATABLE PIES	PAPER PROPS OR SCULPTURE
Ingredients for a two crusted pie and filling (apple is good)	Aluminum/paper pie plates paper mache clay mixture for the bottom crust.
Assorted paint brushes Assorted colors of food coloring cookie cutters, scissors, small knives, fork	Assorted papers for the top crust, glue, scissors, water colors, tempera, acrylic paints
Pie plates, rolling pins Oven for baking	(choice of) scrap paper for planning

Examples of finished products for student evaluation of techniques to use: results

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion of the psychological effects of food arrangements--decorations (commercial and home use). Why arrange and decorate food? Who does it? Can you do it? Where do you find special supplies? How do you do it?

2. Teacher demonstration of decorating an actual pie crust and working on a paper model. Reference to planning, use of motif and pattern, harmony, craftsmanship.

3. Student participation independently with the teacher's help when needed. Viewing others

4. Teacher-student discussion of the effects and feeling about the project: How do you feel about taking a lot of time to decorate something that you can't keep for a long time? (You eat.) Will you use these ideas on your own? What would you change? Where can you find other examples and go for information?

As supplementary resources use: Slides/pictures of decorated foods and/or videotape/field trip/movie of decorating process in a bake shop. Examples of use of patterns and motifs.

Supplementary Resources: Explore/Unit 2. Four sound filmstrips, student log books, teacher guide. A four part study: personalities and jobs, jobs that fit peoples' needs and skills, type and duration of training and the reasons why people work. Cost: $99.50 (estimate) Scholastic Book Services

STUFFED DOLLS WITH USES

ART	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Sewing skills 2. Design skills in quilting 3. Craft skills	#66 Develop positive attitudes toward value of leisure time #67 Develop skills in leisure time activities #29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Seven class periods

ESSENTIAL RESOURCES:

The Discovery Book of Crafts, Jann Johnson, Reader's Digest Press. Muslin, permanent markers, thread, stuffing material (polyester for pillow dolls, sand for doorstops and bookends) Large embroidering hoops are useful for quilting by hand. (optional)

INSTRUCTIONAL PROCESS:

Introduce students to this project by explaining that "Stuffed Dolls" do not necessarily have to be dolls--they can be anything the students want (e.g. a large apple, a tree, an ice cream cone, a log cabin). Pillow dolls are stuffed with polyester. Doorstops and bookends are filled with sand, or beans for bean bags. Students design their own shape and, using carbon paper, transfer design to muslin. Using permanent markers, the design is colored. Afterwards, the design is quilted for a three-demensional effect. The seams are then sewn on a sewing machine and the pillows are stuffed.

Discuss with students the skills and care that were needed at each step. What other activities require the same skills? What careers require these skills? Where could you go to find out more about these careers?

Supplementary Resources: Explore/Unit 2. Four sound filmstrips, student log books, teacher guide. A four part study: Personalities and jobs, jobs that fit peoples' needs and skills, type and duration of training, and the reasons why people work. Cost: $99.50 (estimate) Scholastic Book Services

CHRISTMAS TREE/MOBILE

ART

CURRICULUM FOCUS:

1. Contribute and share materials from your environment: man-made, natural (recycle)
2. Create patterns by selecting, wrapping, and attaching a variety of materials to a base
3. Achieve harmony through limiting color
4. Pay close attention to craftsmanship

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

#32 Realize one's success in work is affected by one's attitudes

#48 Understand the need to take responsibility for own decisions

#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: 1-4 class periods depending on student interest and complexity of art projects

ESSENTIAL RESOURCES:

Student contributions: assorted yarns, threads, ribbons, strips of cloth, rope, assorted shapes from home and school: blown-out eggs, small bottles, jars, styrofoam shapes, clay forms, wooden shapes.

Teacher contributions: Elmer's glue, scissors, storage area, desk coverings, beads, wire for loops, wood for mobile's base.

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion of the importance of wrapping: natural (plants and animals) and man-made (functional and decorative). Who uses wrapping? Why? Where do you find materials to wrap with? How can you change basic ideas and learn from others? Where can you find ideas and go for help? What skills must you pay close attention to and develop? What decisions must you make? Attitudes?

2. Teacher demonstration of basic decisions and skills. How do you achieve harmony?

3. Student works independently, viewing others, help from teacher when needed. Art display/show when finished.

4. Teacher-student evaluation and discussion at the end of the lesson? What did you like and/or dislike about this project? What would you change? How can you use this skill in other areas?

EMERGENCY!

HEALTH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop understanding of hospital careers knowledge of job clusters

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#28 Understand the relationship: occupational role/life style

ESTIMATED CLASS TIME: One to two weeks

ESSENTIAL RESOURCES:
Occupational Outlook Handbook, PENNscripts--Filmstrip-"Assistant Medical Professions" (Eyegate)

INSTRUCTIONAL PROCESS:

Establish the health class as a hospital community. Perhaps a T.V. excerpt from Emergency, Marcus Welby, or Medical Center could be used as a take-off. Each student can select a position in the hospital from a list which the students produce. This can be a comprehensive list and cover many careers. The student can then do research on the selected occupation. Each student can report to the others on that role in the hospital and what preparation would be required for the real position. The students could conclude the unit with a field trip to a hospital.

EMERGENCY ROLE-PLAYING

HEALTH

CURRICULUM FOCUS:

1. Practicing the skills of first-aid for various emergency situations.
2. Developing a logical sequence of thought in approaching emergency situations.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action.
#24 Understand variety and complexity of occupations and careers.

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Bandages, blankets, poles, thermometer, general first aid kit, scissors, resource persons. You may want to include: films: The Standard First Aid Series-American National Red Cross; First Aid-Resuscitation; Treatment of Fractures (BFA Educational Films.)

INSTRUCTIONAL PROCESS:

Have the students role-play different professional people involved in a general emergency drill. Ask them to assume the roles of physicians, paramedic, RN, LPN, rescue squad, ambulance driver, life guard, etc.

The "patients" can make up a 3" x 5" card describing what is wrong with them (example, fracture of left leg, shock, laceration of right arm, etc).

Invite people to speak to the class. For example, the Rescue Chief of the Fire Department, a representative of the American Red Cross. These agencies may have films dealing with first-aid which you may borrow.

PERSONAL PROBLEM BUCKET

HEALTH

JUNIOR HIGH

CURRICULUM FOCUS:

1. All people have personal problems.
2. Consulting others often offers new solutions to personal problems.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity towards and an acceptance of others

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
a bucket

INSTRUCTIONAL PROCESS:

Set up a "personal problem bucket". Students can anonymously submit problems, described fully, to the bucket. Without looking, draw problems from the bucket. Ask individual students or the class to verbalize their understanding of the specific problems and to offer a possible solution.

BALANCED DIET

HEALTH

JUNIOR HIGH

CURRICULUM FOCUS:

1. How and why the four food groups were identified and grouped by nutritionists, government specialists, doctors, dieticians, and home economists.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:

Materials from the:
Dairy Council/Food and Nutrition Information and Educational Materials Center
National Agricultural Library
Room 304
Beltsville, MD 20705

Films: Balance Your Diet for Health and Appearance (Coronet Instructional Films)
Better Breakfast, USA, 1964--Cereal Institute

INSTRUCTIONAL PROCESS:

Activity one. Utilize one period reviewing with the students information about nutrition. The resources suggested plus that available in your school will reinforce their learning. Conclude the period with a discussion about balanced diets.

Activity two. Ask the students to write down a typical menu, including snacks, for one day. Analyze samples of the menus to get a typical menu that would apply to most of the students.

Are students eating balanced diets? Explain.

Have the students develop a balanced diet which will provide needed nutrition, be acceptable to the students, be acceptable to parents, and provide variety.

CAREERS IN FOODS

HEALTH

JUNIOR HIGH

CURRICULUM FOCUS:

1. Students learn to work with others
2. Students see the planning, preparation, and serving of a meal

CAREER EDUCATION FOCUS:
(DELLA Statement)

#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:

1. Ingredients for meal
2. Cooking and eating utensils
3. Videotaping equipment

INSTRUCTIONAL PROCESS:

Plan a simple meal to be prepared and served by the entire class. Discuss the ingredients and utensils needed as well as procedure by which to prepare the meal.

If possible, videotape the preparing, serving, and eating processes Later, analyze each process and discuss the following:

1. Skills needed to prepare meals.

2. Preparation of meals in a restaurant.

3. Occupations concerning the preparation and serving of meals.

4. Behavior and manners appropriate to eating in public.

CAFETERIA CRAFT FAIR

HOME ECONOMICS

CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Tables, poster board, art supplies, sign up sheets

INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

DRYING FLOWERS (A FALL PROJECT)

HOME ECONOMICS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Home decorating
2. Using materials at hand

CAREER EDUCATION FOCUS:
(DELLA Statement

#65 Understand leisure time can provide some rewards of work
#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME. Over a period of two weeks

ESSENTIAL RESOURCES:
Articles, pictures of dried flower arrangements, silica gel and container, flowers (mums, marigolds, and others which dry well), florist tape and wire, dried grasses, weeds.

INSTRUCTIONAL PROCESS:

Show students pictures of dried flower arrangements and describe the basic process. Have students embed flowers in silica gel, and mark containers. After a few days, check the containers. If flowers are dry, show students how to mount them on wires and then wrap the stems. Using the dried flowers, as well as autumn-dried weeds and grasses, have them make floral arrangements to take home.

Talk about which flowers are particularly successful in drying. Discuss how someone interested in flowers could make extra money by having a small flower garden, drying and arranging flowers to sell locally.

Supplemental Resources: The Fascinating World of Work. Career Awareness Series in three volumes. Designed to assist students discover their interests and match these with compatible careers. A continuing series. Cost: $320.00 (estimate) for complete program. The George F. Cram Comapny, Inc.

PIPE CHAIR

HOME ECONOMICS

CURRICULUM FOCUS:

1. Interior decorating.
2. Using plastic.
3. Making inexpensive furniture.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas
#48 Understand the need to take responsibility for own decisions
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Variable-ongoing project

ESSENTIAL RESOURCES:
The Discovery Book of Crafts by Jann Johnson, Readers' Digest Press. Materials listed include pre-cut lengths of PVC plastic pipe, paint, glue, canvas for seat and back.

INSTRUCTIONAL PROCESS:

As part of a unit on interior decorating, have students make a pipe chair. This is an ongoing project which a few students can work on at a time. Show the picture of the chair and list the cost of materials on the board. Relate this cost with the cost of similar ready-made chairs.

Have students take turns painting and glueing plastic pipes. Select students to make the canvas seat and the back. Keep track of the amount of time each student spends in assembling the chair and determine the total time for making the chair.

After the chair is finished, discuss with students how they feel about making this type of furniture. If students wish, make duplicates of the instructions so they can make their own chairs at home, or make variations such as coffee tables. Emphasize consumer awareness in determining costs of interior decoration; ways of reducing costs, etc.

Discuss the following questions:

1. What skills are needed (or helpful) in home decorating?
2. How does decorating relate to the personalities of the people using the rooms?
3. What are some things a professional decorator must be aware of when decorating for someone else?

What are the psychological reactions or feelings associated with colors? What should one consider in choosing colors for furniture in decorating a room?

FABRICS: CONSTRUCTION AND CARE

HOME ECONOMICS

CURRICULUM FOCUS:

1. Knowledge of fabrics
2. Understand the effect that weave, fiber, finish, etc., have on care of fabrics
3. Compare man made and natural fibers and production of each
4. Jobs involved in producing fibers and fabrics

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Fabric samples
Films: Clothing - A Pair of Blue Jeans - 1971 (Learning Corporation of America)
The Cotton Farmer - 1964 (Encyclopedia Britannica Corporation)
Cotton to Clothing - (Aims Instructional Media Service)
People Who Work in Factories - 1972 (Coronet Instructional Films)
Cotton Growing and Spinning - (Aims Instructional Media Service)
Visit a weaver to show the art of weaving.
Visit a fabric store to show samples of various fibers.
Looms

INSTRUCTIONAL PROCESS:

Introduce the activity with a combination of watching a film and participating in a discussion related to the production of fibers and fabrics.

Where do they come from?
How is it processed?
Who is responsible for what?
How do they get to the consumer?

Provide many samples of fabrics so students can compare finish, weave, fiber. Each sample should have instructions for care. Students will deliberately mistreat fabrics to learn about shrinking, fading and guarantees.

Plan to have someone from the community demonstrate weaving to the students. There should be examples of source fibers as well as various types of weaving for students to observe. Small looms can provide them with experience in making fabrics for themselves.

STUFFED DOLLS WITH USES

HOME ECONOMICS

CURRICULUM FOCUS:

1. Sewing skills
2. Design skills in quilting
3. Craft skills

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Seven class periods

ESSENTIAL RESOURCES:

The Discovery Book of Crafts, Jann Johnson, Reader's Digest Press. Muslin, permanent markers, thread, stuffing material (polyester for pillow dolls, sand for doorstops and bookends) Large embroidering hoops are useful for quilting by hand. (optional)

INSTRUCTIONAL PROCESS:

Introduce students to this project by explaining that "Stuffed Dolls" do not necessarily have to be dolls--they can be anything the students want (e.g. a large apple, a tree, an ice cream cone, a log cabin). Pillow dolls are stuffed with polyester. Doorstops and bookends are filled with sand, or beans for bean bags. Students design their own shape and, using carbon paper, transfer design to muslin. Using permanent markers, the design is colored. Afterwards, the design is quilted for a three-demensional effect. The seams are then sewn on a sewing machine and the pillows are stuffed.

Discuss with students the skills and care that were needed at each step. What other activities require the same skills? What careers require these skills? Where could you go to find out more about these careers?

Supplemental Resources: Careers in Consumer Affairs. Four filmstrips with sound and teacher guide. Suggests career opportunities in consumer consultation such as: tax expert, loan officer, government, education and publishing. Cost: $68.00 (estimate) Butterick Publishing

CAREERS IN FOODS

HOME ECONOMICS

CURRICULUM FOCUS:

1. Students learn to work with others
2. Students see the planning, preparation, and serving of a meal

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:

1. Ingredients for meal
2. Cooking and eating utensils
3. Videotaping equipment

INSTRUCTIONAL PROCESS:

Plan a simple meal to be prepared and served by the entire class. Discuss the ingredients and utensils needed as well as procedure by which to prepare the meal.

If possible, videotape the preparing, serving, and eating processes Later, analyze each process and discuss the following:

1. Skills needed to prepare meals.

2. Preparation of meals in a restaurant.

3. Occupations concerning the preparation and serving of meals.

4. Behavior and manners appropriate to eating in public.

Supplemental Resources: Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaints students with lively, less familiar careers that afford special personal satisfaction. Cost: $150.00 (estiamte) Houghton Mifflin Company

BREAKFAST NUTRITION

HOME ECONOMICS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Learn to plan a good breakfast.
2. Be aware of careers in breakfast food preparation.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
If We Had Ham, We Could Have Ham & Eggs - The Food Research and Action Center, 401 W. 117th Street, New York, NY 10027; Career Briefs--Career Education Service, CSIU #16, Lewisburg, PA; Educational Material on Cereal and Breakfast from Educational Director, Cereal Institute Inc., 135 S. La Salle Street, Chicago, Illinois 60603

INSTRUCTIONAL PROCESS:

Activity one: Plan a breakfast menu based upon principles of good nutrition. Divide the class into groups of four students each. Each group will make a menu that appeals to members of that group and is based on good principles of nutrition.

Activity two: Student groups will visit grocery stores to note and record types, trade names, nutritional values, ingredients of the various items in the menu (cereal, juice, eggs, meat, vegetables, bread, etc.). Also note opportunities for work in the food-nutrition field.

Activity three: Compare information gathered on the field trips. What are the best buys? Why? Plan a good breakfast. Discuss careers related to this field.

Supplemental Resources: Careers In Consumer Affairs.. Four filmstrips with sound and teacher guide. Suggests career opportunities in consumer consultation, such as: tax expert, loan officer, government, education, and publishing. Cost: $68.00 (estimate) Butterick Publishing

MAKING AND BAKING CAKES

HOME ECONOMICS

CURRICULUM FOCUS:

1. Learning to follow recipes and directions
2. Learning to compare products in terms of cost, time of preparation, quality (taste and nutritional value) etc.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#53 Understand the relationship: technology/world of work
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Recipe and ingredients for making and baking a cake from "scratch" and receipes and ingredients for making and baking a cake from a cake mix.

INSTRUCTIONAL PROCESS:

Divide the class in half. Give one group the recipe and ingredients to bake a cake from "scratch". Give the second group a cake mix for the same kind of cake. Ask each group to prepare and bake their cakes.

After the cakes have been baked, cut them up so each person may taste each cake. Together, compare the cakes in terms of taste, nutritional value, purity of ingredients, cost, and time and ease of preparation. Solicit opinions from the students as to which cake is "better" when taking into account all the above factors. Which would they buy? What situational circumstances (time, money, ease, guests) might influence their decision?

Supplemental Resources: The Fascinating World of Work. Career Awareness Series in 3 volumes. Designed to assist students discover their interests and match these with compatible careers. A continuing series. Cost: $320 (estimate) for complete program. Cram, The George F. Cram Company, Inc.

DOUBLING AND HALVING RECIPES

HOME ECONOMICS

CURRICULUM FOCUS:

1. Following recipes in cooking
2. Doubling recipes
3. Cutting recipes in half
4. Measurement-dry and liquid and equivalents

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Cookbooks or recipes, cooking and measuring utensils
You may want to use--filmstrips - "Cooking Terms, How to Measure" (Young American Films - Distributed by McGraw Hill)

INSTRUCTIONAL PROCESS:

Each student will select a basic recipe to prepare for the class. Before beginning, however, the recipe must be doubled (or halved). The student will be responsible for rewriting this recipe indicating the correct measuring utensils and amounts. In addition, the new measurements must be translated into metrics.

When the dishes have been prepared, all members of the class will sample them to determine if there was a change in taste, in quality, in cost, or a change in amount of time required for preparation.

Discuss occupations which use these same tools. Will the change to a metric measuring system create serious problems? What are some of those problems?

Supplemental Resources: Careers In Consumer Affairs. Four filmstrips with sound and teachers guide. Suggests career opportunities in consumer consultation such as: tax expert, loan officer, government, education and publishing. Cost: $68 (estimate). Butterick Publishing.

RESPONSIBILITY

HOME ECONOMICS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Workers need to be responsible
2. Workers are dependent upon each other.
3. There are a variety of careers available in the field of home economics.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career.

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Filmstrip-"Jobs for you": It's Happening in Home Economics"
(Guidance Associates.)

INSTRUCTIONAL PROCESS:

Ask a group from one class period to leave the kitchen a mess. Therefore, when the next group comes to class, they won't be able to do their assignments because the previous class had been so irresponsible. Relate this incident to the world of work. Emphasize the importance of responsibility and the interdependence of workers, in general, and especially in the field of home economics.

This might also be an appropriate time to introduce the students to the variety of jobs available in home economics. The film suggested above is a good resource for acquainting the students with the variety of jobs available in the field of home economics.

Supplemental Resources: The Fascinating World of Work. Career Awareness Series in 3 volumes. Designed to assist students discover their interests and match these with compatible careers. A continuing series. Cost: $320 (estimate)for complete program.

Eve of Change. Six filmstrips with sound and teacher's guide. Explores attitudes toward women: sexist explortation, job disparity, social subservience, financial discrimination. Cost: $79.50 (estimate) Westinghouse Learning Press.

HOME MADE ROOT BEER

HOME ECONOMICS

CURRICULUM FOCUS:

1. Nutrition
2. Food preparation
3. Budgeting
4. Carbonation process

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills
#65 Understand leisure time can provide some of the rewards of work

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Hire's Root Beer Extract, yeast, sugar, funnel, bottle capper, bottle caps, bottles, large pan (dish pan) for mixing.

INSTRUCTIONAL PROCESS:

During the first class period have students mix the root beer extract according to the instructions included with the bottle. Show them how to use the bottle capper and have them take turns filling the bottles. Have them figure the cost of the ingredients and compare this with the purchase price of commercial soft drinks.

When the root beer is ready (about 10 days later) refrigerate it and allow the students to serve themselves. Describe the process of natural carbonation, (yeast eats sugar, producing carbonation bubbles) and why this lowers the sugar level and makes homemade root beer far less harmful for teeth than artificially carbonated soft drinks.

If possible, have the root beer tested at a nutrition lab for sugar content and report to the class. Have students figure the amount of savings for their family in making their own soft drinks instead of purchasing them, based on the amount of soft drinks the family usually purchases.

Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaints students with lively, less familiar careers that afford special personal satisfaction. Cost: $150 (estimate) Houghton Mifflin Company. (Supplemental Resource)

VEGETABLE COOKING

HOME ECONOMICS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Planning meals
2. Cooking vegetables
3. The vegetable industry from seed to factory to consumer.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Three periods

ESSENTIAL RESOURCES:

Films: "Food for the City" (BFA Edcuational Media), "Food Cannery" (Aims Instructional Media Services, Inc.)

INSTRUCTIONAL PROCESS:

Activity 1.

Introduce this activity with a class discussion. Some suggested topics are:

What vegetables do you like?
What vegetables do you not like? Explain why?
Do vegetables taste different when cooked? When blended with others?
Is there a different flavor in fresh, canned, frozen vegetables?

Show the film, "Food for the City."

Discuss how food gets to the table. Ask students to identify jobs related to food supply.

Activity 2.

Students will prepare several vegetables for eating. Small groups of students will be assigned to prepare canned, fresh, and frozen vegetables of the same kind and the class will sample. Determine which tastes best.

Show the film, "Food Cannery" to reinforce or lead into this experience.

Decide which is the best way to prepare vegetables when considering: cost, flavor, availability, time to prepare.

Activity 3.

Students will plan a complete meal using vegetables only in various forms. This meal will be served to another class. (Foreign recipes can be included)

Discuss the interest students may have in a career in food preparation or related fields.

USING A JIGSAW

INDUSTRIAL ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Introduction to basic machines-jigsaw

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three, 45 minute periods

ESSENTIAL RESOURCES:
A jigsaw and a variety of blades and files, six varieties of wood (hard, soft, thick, thin), Operation of Modern Woodworking Machines by Hjorth and Holtrop

INSTRUCTIONAL PROCESS:

Discuss the careers that use jigsaws. Show films describing the parts and operation of the jigsaw. Demonstrate the proper procedure for operating the jigsaw. Stress safety in operating power machines. Give students practice in sawing and filing hard, soft, thick and thin woods. Encourage students to select projects to construct using the jigsaw. Present ideas for the use of these types of machines in leisure time activities.

Supplemental Resource: Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaints students with lively, less familiar careers that afford special personal satisfaction. Cost: $150 (estimate) Houghton Mifflin Company.

USING A JOINTER

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. Basic machine woodworking
2. Introduction to the Jointer

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three, 45 minute periods

ESSENTIAL RESOURCES:
A Jointer, the Jam Handy Film Strip, "Jointer," Operation of Modern Woodworking Machines--by Hjorth and Holtrop

INSTRUCTIONAL PROCESS:

Discuss the careers that use Jointers. Show films describing the parts and operation of the Jointer. Explain safety devices and their uses. Adjust the outfeed and infeed tables. Demonstrate edge planing, face planing, and planing end grain. Discuss getting the most out of your Jointer. A field trip to local construction sites can be arranged to see Jointers in action.

Supplemental Resources: The Fascinating World of Work. Career Awareness Series in 3 volumes. Designed to assist students discover their interests and match these with compatible careers. A continuing series. Cost: $320 (estimate) for complete program. Cram, The George F. Cram Company, Inc.

USING A BANDSAW

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. Woodworking
2. Band saw

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME Three 45 minute periods

ESSENTIAL RESOURCES:

Band saw; different size blades, a broken blade, six varieties of wood (hard, soft, thick, thin), a miter gauge, a rip fence "Operation of the Band Saw" (Jim Handy Film), Operation of Modern Woodworking Machines, by Hjorth and Holtrop

INSTRUCTIONAL PROCESS:

Show film describing the parts and operation of the Band saw. Show students how to change and coil blades, adjust table and guides. Discuss safety rules. Demonstrate cross cutting, ripping, circle cutting. Have students make cuts on thick, thin, hard, soft wood. Ask students to select a project to be cut out on the Band saw. If a furniture factory or woodworking shop is located in the area, a field trip to see Band saws in operation can be arranged.

Discuss occupations which require use of the Band saw. Do they seem to offer interesting work? Could a Band saw be used in a hobby? Which ones?

Supplemental Resources: Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaints students with lively, less familiar careers that afford special personal satisfaction. Cost: $150 (estimate) Houghton Mifflin Company.

USING GLUES AND CLAMPS

INDUSTRIAL ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Gluing and clamping of wood.
2. Trades that require a knowledge of glues and how to work with glues.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/ tools of occupational clusters.
#60 Be able to use economic information in decision-making.

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Different types of glues (e.g. polyvinyl-resin, resorcinol-resin, casein, animal, contact cement, epoxy cement); clamps

You may want to use visual aids concerning jobs that use glues and clamps.

INSTRUCTIONAL PROCESS:

Demonstrate how to use glues and clamps. Discuss when and where to use various kinds of glue. Identify trades that require the use of glues. Perhaps allow students to take a field trip to observe these trades first-hand. Ask students to use glue and clamps in project construction.

Involve students in the process of deciding when and where to use various kinds of glue. Consider durability, appearance, cost and ease of operation.

Plan a field trip to shops that will enable students to see finished products that have been constructed using glue.

Supplemental Resources: Careers In Consumer Affairs. Four filmstrips with sound and teachers guide. Suggests career opportunities in consumer consultation such as: tax expert, loan officer, government, education and publishing. Cost: $68 (estimate) Butterick Publishing.

CONSTRUCTING HOLES

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. The correct procedure for using tools to bore and drill holes.
2. The trades that use these cutting tools

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One--two weeks

ESSENTIAL RESOURCES:

Wood, pencil, ruler, center punch, auger bits, drills, twists for drills, brace, super 8mm loop film on drilling (McGraw Hill), visual aids about careers that use these cutting tools

INSTRUCTIONAL PROCESS:

Demonstrate the correct usage of hole-cutting tools. Show films and discuss the occupations that use these tools. Give an opportunity to practice the use of these tools. Let them make use of what they learned in the construction of a project.

Discuss the different types of woods and how they respond to drilling. Involve the students in the decision-making process of choosing woods and drill bits (etc.) by making comparisons between choices in terms of durability, appearance and cost.

Career Information Library. Filmstrips with cassettes. Explores questions related to description of occupation, environment, education and training required, employment prospects, salary ranges. Cost: $11.95 each (300 available). Hoffman occupational Learning Systems. (Supplemental Resource)

CARPENTRY OCCUPATIONS

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. The proper use of various types of nails.
2. Description of the various jobs in building.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters.
#60 Be able to use economic information in decision-making.

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Brads, finishing nails, common nails, box nails, casing nails, roofing nails, corrugated fasteners, SRA Kit - Job Experience Kits, Films: Careers in the Building Trades by Coronet Instructional Films, film loops, a carpenter as a resource person.

INSTRUCTIONAL PROCESS:

Show filmstrips explaining the work of the roughing carpenter, the finishing carpenter, the sider and the roofer. Show students how to use nails and fasteners properly. Have students use nails and fasteners in their laboratory work.

Plan a field trip to a construction site.

Invite an experienced carpenter to come to the classroom and demonstrate special skills, e.g. when to use what nails, how to nail so it doesn't show, countersinking etc.

Conclude with an activity which involves the students in the decision-making processes of project construction. How does durability, appearance and cost affect the choice of nails used?

Supplemental Resource: Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide acquaints students with lively, less familiar careers that afford special personal satisfaction. Cost: $150 (estimate) Houghton Mifflin Company.

PLASTICS

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. The correct method of working with acrylic plastics
2. The safe use of machines.
3. The trades and professions that use acrylic plastics

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Acrylics, jigsaw, dish sander, buffer, oven, hand tools, ethylene dichloride, strip heater

INSTRUCTIONAL PROCESS:

Show students how to cut plastics with a jigsaw and how to sand, buff, heat, and shape acrylics. Show students how to glue acrylics with ethylene dichloride. List and discuss the professions and trades that use plastics. Take a field trip to a plastics fabricating factory.

Often acrylics and glass can be used interchangeably in project construction. Compare acrylics and glass in terms of cost, appearance, durability, and ease of use.

As a supplementary resource you could use: Plastics Technology - Rober Swanson (McKnight and Mc Knight Publishing Company)

Supplemental Resources: Career Information Library. Filmstrips with cassettes. Explores questions related to description of occupation, environment, education and training required, employment prospects, salary ranges. Cost: $11.95 each (300 available). Hoffman Occupational Learning Systems.

Livelyhoods: Careers For Your Lifestyle. Sixteen filmstrips with sound and guide. Acquaints students with lively, less familiar careers that afford special personal satisfaction. Cost: $150 (estimate) Houghton Mifflin Company

SKILLED AND UNSKILLED WORKERS IN ASSEMBLY-LINE PRODUCTION

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. Skills in measuring.
2. Cooperating with others.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#35 Be aware of the value of acquiring marketable skills
#52 Realize how the labor market affects the nation's economy

ESTIMATED CLASS TIME: Several class periods

ESSENTIAL RESOURCES:

1. Access to wood shop and tools.
2. Lumber, nails, glue.

INSTRUCTIONAL PROCESS:

To demonstrate the process of assembly-line production and the concept of skilled versus unskilled labor conduct the following exercise:

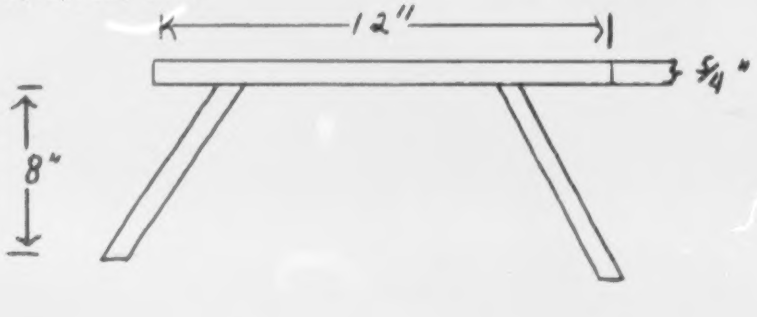
Divide the class into two separate groups, equal in number, and designate one group the "Skilled" workers and the other group the "Unskilled" workers.

The project to be undertaken is the construction of a simple "Fishing Bench." (See Plans Below)

For the skilled workers, divide the construction of the Fishing Bench into a number of steps to simulate an assembly-line project. At each step, assign a student and demonstrate the individual job to be completed. Do the same at each step of the project.

With the "Unskilled" workers, demonstrate to the group the process of making the Fishing Bench. Each "Unskilled" worker will complete the total project by himself.

Have the two groups complete the Fishing Bench project. Once completed discuss the two methods. Include an analysis of efficiency, quality, cooperation, speed, etc.



CAFETERIA CRAFT FAIR

INDUSTRIAL ARTS

JUNIOR HIGH

CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Tables, poster board, art supplies, sign up sheets

INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

HISTORY OF MUSICAL INSTRUMENTS

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. History of music
2. Appreciation and knowledge of musical instruments

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Ongoing presentations

ESSENTIAL RESOURCES:

Resource books on development of various musical instruments, and instruments from previous ages. You may want to arrange a field trip to see collection of old musical instruments, opaque projector.

INSTRUCTIONAL PROCESS:

Talk to students about the history of musical instruments and let students select an instrument to research. Use an opaque projector for presentation.

Arrange a field trip, if possible, to view antique musical instruments. You might also try to locate someone in your area with a special interest in old instruments to talk to your class.

After this presentation , discuss careers related to musical instruments, both old and new. List as many as possible on the chalkboard (e.g. guitar maker, conductor, professional musicians of various types, musical researcher, museum curator, composer, song writer). Where would you go for training in these careers?

EXPRESSION OF VALUES IN MUSIC

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Music as an art expresses values, attitudes and philosophies.
2. These values, attitudes and philosophies to some extent affect and reflect the culture.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Records of various eras (demonstrating what was popular.)

INSTRUCTIONAL PROCESS:

As a class, study the changing expression of values, attitudes, and philosophies as they appear in popular music. Discuss the impact this music has had and does have on the teenage culture and individual relationships.

Ask the students to bring in records of their favorite music. Discuss the artist who created the music and why the students like the music.

BICENTENNIAL BALLADS

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop understanding of historical background of ballad through dramatic improvisation

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:
Narrative style songs, preferably with some historical background from school music textbooks or songbooks printed for the Bicentennial. Reference materials, such as an encyclopedia.

INSTRUCTIONAL PROCESS:

1. Motivate. Discuss the characters and the historical setting of the song. Sing each verse, stopping to ask questions, discuss new words, while keeping a soft accompaniment going. Learn the song together.

2. Set up a conflict. For instance, in the ballad Young Ladies in Town, the girl of homespun dress tries to convince the other to be of a similar patriotic attitude, rather than wearing London's latest fashions. Choose one "homespun" girl and one "calico" girl and see if the former can convince the latter to change. Help set the scene by asking where they are, and what they are doing.

3. Watch the improvisation. Let the argument run its course, but stop the action if it degenerates into a "yes, I will"-"no I won't" altercation, or if someone is genuinely stuck. Refer frequently to the song for additional reasons and new arguments.

4. As supplementary resources use: Visuals to illustrate lifestyle of another time and primary historical references, such as printed articles, supply lists, diaries, speeches.

VOICE STORY IMPROVISATION

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Develop self-confidence in the singing voice

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Tape recorder

INSTRUCTIONAL PROCESS:

Working with partners, students decide on and practice a voice sound. Their sounds must match or complement each other. As the teacher improvises a story line, such as "down in the ____________ there lived a __________," the students perform their voice effects for all nouns and verbs. Should their sound be very short, gesture for them to repeat it several times. Keep the story rather short, at first. Discuss what the sounds might represent.

If you tape record the sequence, play it back, stopping often to discuss qualities of sound and the resulting effect.

NAMESOUNDS

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Improvise body sounds to your name

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship:
self characteristics/performance

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
open classroom space

INSTRUCTIONAL PROCESS:

1. Warmup. Students sit down in large circle on the floor. Explo[illegible]y sound by tapping, thumping, and rubbing various parts of the body. [illegible] around the circle to find as many sounds as possible, the group echoing each new sound.

2. Namesounding. With everyone standing up, one person says their name, adding body sounds to match at the same time, so that the name is literally choreographed. Others should echo as each name is performed. Continue around the circle. Help them notice uses of loudness, softness, getting faster or slower.

If the students have difficulty in getting started, let them have a short time out to practice individually. Be sure the total atmosphere is congenial and supportive of all individual differences, for here the divergent idea is valued more than the borrowed one.

POETRY PLACE

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Recite poem and/or add sounds according to personal interpretation

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: Variable, depending on number of students participating

ESSENTIAL RESOURCES:

One or more poems, selected for their rhythmic or sound possibilities, attractively displayed.
Various percussion instruments or found sounds
A private area, carpeted, e.g. a refrigerator carton or closet, for a private environment

INSTRUCTIONAL PROCESS:

This is a learning station activity for 2-3 students. Read the poem aloud; ask if someone could find or make an appropriate sound at the end of the first line, and so on. Work out a short poem in class. Encourage students to do the soundmaking at the end of each line rather than concurrently with the speaker, so the speaker can be clearly understood. Look for descriptive elements in the poem (including silence) or rhythmic patterns to echo. Ask if there should be any change in the speed or volume.

After the example has been done with the class, give 2 or 3 students 10-20 minutes to work on a different poem. One of the students will have to be the reader. Have them perform for the class after they have practiced.

MUSIC

CURRICULUM FOCUS:

1. Perform a single word in a personally revealing way for its qualities and meaning.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

1. Preparation: Ask students to raise their hands as soon as they can think of a word to go with . . . "summer." Choose one and speak together several times. How can it be changed? Softer? Slower? Higher? Lower? Faster? Lazily? Repeated? Getting faster? Experiment with several words.

2. Conduct Cantata: Name a category-color, school, fish, mammal, vegetable-(category can be applied to any subject area) and choose seven volunteers. Standing in a small semi-circle with the teacher as conductor, motion to individuals to perform on their word until a cut off is given. Try conducting a dialogue between two opposing words, try repeating a short series like an ostinato pattern, try their sounds all together, work toward a climax, end the composition clearly.

3. Talk about it: Which words seemed to fit together? Oppose each other? Whose word had the greatest range of pitch? The roughest sound? Did the word performance suit that person? Try more groups. Have fun!

As a supplementary resource you might want to use a recording of Fugue of the States, Toch.

MUSIC MACHINE

MUSIC

CURRICULUM FOCUS:

1. Organizing a sequence of sounds.
2. Making decisions in a small group.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#44 Recognize that decision-making involves some risk-taking

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Sturdy music stand, easel or other
Variety of sounds--at least 8 (including industrial components of interesting timbers
Wire, string, tape

INSTRUCTIONAL PROCESS:

1. Introduce the learning station to the class as a whole, and work out an example for all to see. This learning station is suitable for two or three students at a time.

   Instructions should be posted:

   1. Add sounds to the "music machine" by using tape, wire, string, or by balancing.
   2. Plan a composition with:
      A beginning (make it interesting)
      A middle (at least one minute long)
      An end (should be final sounding)
   3. Perform the composition for class.

2. Practice, for about 15-20 minutes.

3. Perform, and help evaluate by asking these questions:

   Was there evidence of planning?
   Did they develop non-verbal communication to start and stop?
   Did they listen carefully to each other?
   Were their sounds balanced or not?
   Which part was the beginning? The middle? The end?

If few of these were answered, the performance should be repeated--or students should be sent back to the practice area if there is time.

MAGIC SQUARE

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Duration and timbre
2. Arranging a sequence of sounds

CAREER EDUCATION FOCUS:
(DELLA Statement)

#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Magic Square drawn on large paper, at least 20" x 24" (attached example) Collected sounds such as shakers, railroad spikes, suspended cymbal, coconut shells, sand blocks, etc. Private area or tall storage cupboard.

INSTRUCTIONAL PROCESS:

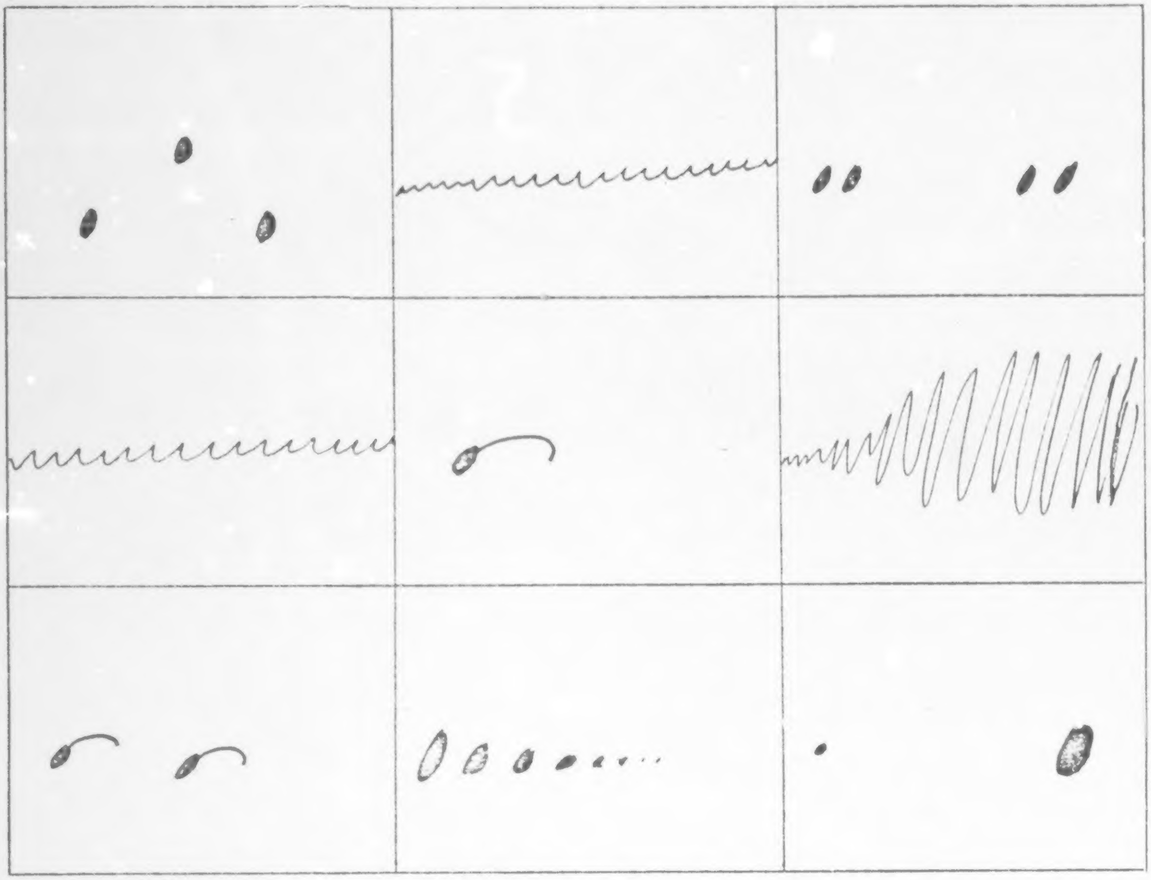
Each player picks a 3" x 5" card, each of which reads:

Find a continuous sound	Find a short sound	Find a vibrating sound

The interaction and decision-making process begins here as they select sounds that match their task cards. Then they perform the Magic Square according to a route they have agreed upon, making sure all blank spaces are treated fairly as silences. After practice, usually 10 minutes, they should perform Magic Square for the class or a small group who tries to guess, by listening carefully, which route was taken.

Note: When used as a learning station, it is essential that it be introduced to the class as a whole at first, with one example worked in front of everyone.

MAGIC SQUARE



● - Short Sound

〰 - Continuous Sound

⌒ - Vibrating Sound

STONE AGE IMPROVISATIONS

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Improvise by playing and listening sensitively to oneself and others

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Collection of sound sources appropriate to the Stone Age: shells, hollow logs, seeds and nuts, sticks, bow, baskets, gourds, etc. You may want to use: Rubbermat, called "skin", that resembles hide or a real animal skin. Slide, handmade or eerie, forest-like background. Tape recorder.

INSTRUCTIONAL PROCESS:

1. Prepare the environment. Lay the collected sound sources out on the skin. Talk about primitive music-making, lack of written music, oral traditions, rituals, serious nature related to magic or religion. Try out some of the sounds. How many different sounds can you find on one instrument?

2. Improvise. Five or six primitive tribesmen gather on the skin. One is designated as leader to start and stop the improvisation. The leader starts and the rest join in; their sounds may weave in and out; if someone starts a pattern others could add to it; if someone plays softly, others should be sensitive enough to join that idea; the most usual ending is a loud gesture of some kind.

   During the playing, the room should be darkened and the slide projected.

3. Talk about it. If you taped it, replay immediately. Ask if the players were sensitive to each other's sounds. Was there contrast in the texture? What type of ritual might the improvisation suggest?

CRAZY CADENZAS

MUSIC

JUNIOR HIGH

CURRICULUM FOCUS:

1. Improvise solo on a bongo drum

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Bongo drums and at least 6 other Latin American or other percussion instruments

INSTRUCTIONAL PROCESS:

1. Preparation

Pass bongo drums around the classroom to find as many ways of performing as possible. Have students echo interesting patterns on their laps or desks. Ask for a volunteer to try and play about one minute on the bongo drum to "show off" his technique. Encourage attention to softer, louder, faster, and slower beats. Ask the class to simulate the orchestra by clapping a rhythm pattern before and after the solo--called a cadenza. The teacher should conduct and cue the cadenza the first time.

2. Performance

Five or six students form the orchestra and select instruments. The conductor may lead them in playing a Latin American rhythm pattern, or follow a written rhythm. The bongo player should be seated comfortably, waiting for his cue. The conductor indicates whether one or all of the orchestra should be playing and also how loud or soft the sounds should be. After a brief orchestral section, the conductor gestures to the solo performer to begin his cadenza. The soloist plays as extended and interesting a passage as he can, ending with a soft roll and a nod to the conductor to bring the orchestra back in for a grand finale.

MIRRORING

MUSIC	JUNIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Develop sensitivity and concentration in developing a partner's movements	#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Some open space in classroom, recording of Clair de Lune (Debussy), Moonlight Sonata (Beethoven) or other quietly flowing music, projectors and slides, large screen or sheet

INSTRUCTIONAL PROCESS:

Students choose partners, deciding on one who will begin as leader. Not all the class has to work at the same time. Facing each other, the leader begins to move slowly, with the partner mirroring each gesture. Keep moving several minutes, then change leaders. If done precisely enough it becomes very difficult to discern the leader. This is an objective for the students.

Try the mirroring by standing in front of large slide projections, or colored circles of light, for heightened dramatic feeling, and add slow, flowing music.

THE IMPORTANCE OF EXERCISE

PHYSICAL EDUCATION

JUNIOR HIGH

CURRICULUM FOCUS:

1. Sports for lifetime learning and health
2. The relationship between sports and mental or physical health

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward the value of leisure time

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Physician or nurse as class consultant

INSTRUCTIONAL PROCESS:

Invite a physician or nurse to the classroom to speak about the aging process and how it relates to physical limitations and exercise. Students can suggest various sports and the physician can suggest age levels at which they are most appropriate with an explanation of the reasons for the selected age. Physical conditioning should be included in the discussion.

At the next class meeting, discuss the importance of keeping in good physical condition. How does a regular routine of exercise increase physical stamina and mental alertness? What is the relationship between physical and mental health? What is the potential of anyone developing a career related to sports? Consider careers not directly related to sports. How can sports (physical exercise) complement these types of work? Ask students to tentatively project themselves into an occupation and a physical education program.

DEVELOPING PHYSICAL ADEPTNESS

PHYSICAL EDUCATION

JUNIOR HIGH

CURRICULUM FOCUS:

1. Assessing individual progress and competence.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#62 Develop vocabulary to differentiate leisure time activities
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:
Dictionary of Occupational Titles, Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Develop with the class a list of the careers that need physical adeptness. As a starter here are some suggestions: policeman, fireman, surgeon.

Ask the students to assess their own physical competencies. Do they possess some of the skills needed for the above listed occupations?

Ask the students to begin to chart their progress in sports. For example, their time to run one mile, number of sit-ups accomplished, etc. Establish goals in individual conferences with students. Emphasize individual progress rather than comparing students' abilities.

OBSTACLE COURSE

PHYSICAL EDUCATION

JUNIOR HIGH

CURRICULUM FOCUS:

1. Students will assess their present level of skill development in relation to different types of physical work demanded by a variety of occupations.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#37 Develop necessary educational/occupational competency

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

Available gym equipment (mats, jump rope, basketball, basket ropes, vaulting, horse, balance beam) lader, chairs, cards

INSTRUCTIONAL PROCESS:

Design a career-related obstacle course with the help of your students. Set up skill testing stations using facilities and equipment in the school or that the students could bring from home. Develop agility tests that might relate to occupations. For example, horizontal ladder (painter), rope climb (telephone repairman), basket shoot (athlete coach), balance beam (construction worker), jumping rope (boxer), tumbling (dancer, parachute jumper), rope swing (stunt man). Students might prepare posters to be placed at each obstacle, describing the agility test at that station, what occupations are related to it, and how points are scored on that test. Design a score sheet for the obstacle course. Allow students to practice the individual skills and run the course numerous times to improve their skills. This activity could become a class-wide, grade-wide or school-wide competition event. It could be adapted from time to time to fit the needs and abilities of the students or to make it more challenging.

PRODUCING A SPORTS EVENT

PHYSICAL EDUCATION

JUNIOR HIGH

CURRICULUM FOCUS:

1. There is a wide range of careers in the world of sports and leisure activity.
2. Careers as athletes are limited in duration since age is an important factor.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of careers.
#08 Develop a positive self concept

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
Posterboard, paint, markers, tables

INSTRUCTIONAL PROCESS:

Very often students who are not very proficient in athletics feel left out or inferior because they are not involved in intramural games. The following activity is designed to involve these students in an athletic event by giving them an opportunity to realize that many different kinds of abilities, talents, and skills are necessary to bring about an athletic event. For example, timekeeping, photography, broadcasting, journalism, uniform designing.program writing, poster designing, advertising, selling refreshments, vending, etc.

Before an intramural sports acitvity suggest to your class that they "produce" it like a professional event. Ask nonathletic participants to cover various interest areas. Plan with the students their jobs before the event. Guide the designers and writers in putting together the programs. Be sure the sportswriters, broadcasters and photographers know how to do their jobs. Help the advertising salespersons, copywriters and artists prepare their assignments.

The day of the game, distribute to the students the pregame press releases and articles that have been prepared by the news staff. Distribute the programs. Broadcasters and photographers should be positioned; the team's equipment should be ready.

Following the event, sportswriters should distribute their stories about the game. Emphasize the importance of deadlines and the immediancy of news to a journalist.

The next day, discuss with students the various facets of the careers involved in this project. Ask the students involved to explain their part and why it was important. Ask the students to bring in advertisements of sporting equipment, accessories, and uniforms.

Discuss the wide range of careers in the world of sports and leisure activity. Stress the limited duration of a career as an athlete due to the age factor--bring out that the athlete must therefore make an adjustment. Illustrate the ways sports personalities become involved when their athletic careers have ended. Ask the students to bring in advertisements or articles about this. Some athletes start businesses of selling or designing sporting equipment and clothing; others beocme endorsers of products. Some become sportscasters or move into other fields of entertainment (e.g. movies), or work as coaches or physical-education teachers.

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YOU'VE GOT--PERSONALITY

GUIDANCE

CURRICULUM FOCUS:

1. Learning more about ourselves.
2. Learning how to evaluate our behavior.
3. Discussion skills.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#04 Understand that personal characteristics can be changed
#05 Recognize relationship: self-characteristics/decision-making
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Your Personality: The You Others Know (Guidance Associates)

INSTRUCTIONAL

Introduce the term, "personality" to the class in a spelling lesson. Have the students define the word and develop a bulletin board depicting different parts of a "personality." (Use T.V. or movie personalities, Chuck Barry's song "You've Got Personality," personalities in school, family personalities).

Read the Teacher's Guide to Your Personality: The You Others Know, and use the suggested questions and activities to introduce the filmstrip in the kit. After showing the filmstrip, conduct a class discussion on effective communications.

As a follow-up activity discuss the following:

1. What I like about my personality.

2. What I don't like about my personality.

3. What characteristics of my personality could I change?

DEVELOPING A UNIQUE SELF

GUIDANCE

CURRICULUM FOCUS:

1. Develop self-understanding

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Filmstrip - "Your Personality: The You Others Know" (Guidance Associates)
Film - "Acting with Maturity" (Coronet Films)

INSTRUCTIONAL PROCESS:

Show the films as a warm-up to the discussion. Have students identify past experiences in which they were not successful, but at a later time they were able to master their difficulties. Have them relate this to their changing pattern of self-characteristics.

PUBLIC INTERVIEW

GUIDANCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. To allow others to know us better
2. To express our personal feelings attitudes, ideas, and values openly
3. To communicate effectively in front of others
4. To respond to personal questions on the spot

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#10 Develop a sensitivity toward and an acceptance of others
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: Five to ten minutes - a good filler activity to end a class that runs short

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This is a type of ongoing activity that can be used throughout the year whenever a few spare minutes arise.

The rules of the public interview are simple.

Any student may volunteer to be interviewed by the class. The student may choose a particular category of questions (family relations, academic goals, career plans, leisure activities, etc.) or he or she may simply choose "potpourri" (any type of questions are acceptable here.) Any student may ask whatever question he or she cares. The person being interviewed may decline to answer any particular question by merely saying "I pass." When the person being interviewed wishes to terminate the interview he or she simply says "Thank you" and steps down.

No one should feel threatened by this format as any question may be dismissed if it is too personal or embarrassing.

If a long time elapses between interviews the teacher should review the rules before asking for volunteers.

The teacher may volunteer first to get the process moving and to build rapport.

ROLES AND SYMBOLS

GUIDANCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Greater understanding of self and others

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Two class periods, 1 week apart

ESSENTIAL RESOURCES:
none

INSTRUCTIONAL PROCESS:

In a group discussion, ask the student to identify various roles associated with his/her peer group symbols (e.g. athletes-jacket with emblem, scholars-honor pin, cheerleaders-charm, etc.) and the status associated with each.

Ask the students to keep track, for one week, of the percentage of time he/she is currently engaged in the following roles:
a. family member (brother, sister, daughter, son, etc.)
b. student (student, athlete, club member, etc.)
c. social group member (peer, boyfriend, etc.)
d. religious group member (member of choir, altar boy, etc.)
e. community worker (volunteer, girl scout, etc.)
f. mass media (TV viewer, record fan, etc.)
g. hobbyist
h. worker

Have the students decide whether they should or want to change the amount of time they spend in each role.

A NEW BALL GAME

GUIDANCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. To examine creativity in approaching leisure activities.
2. To examine attitudes toward the nature and purpose of leisure activities.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period-possibly two

ESSENTIAL RESOURCES:
Imagination

INSTRUCTIONAL PROCESS:

Set up the following situation: You are on a group picnic with five other people of your age. One member of the party has a volleyball in the trunk of his car, and there is a large grass field available for use. Devise a new game and write the rules for that game.

Compare the various games invented and discuss a few of these with the class.

Some of the following questions can be explored:

Was your game meant solely to pass time in a "fun" way, or was there a provision for a definite winner?

Was your game highly competitive?

Was it designed to test or exhibit certain skills?

Was the game designed to end at a particular point (score or time requirements), or could it proceed as long as the group cared to play?

Was enjoyment of the group a factor you considered before devising your rules?

Could everyone participate?

The answers to many of the questions might reflect or indicate a desire or drive to instill a "work type" effort into the game. Our tendency to "work" even at play could be examined here. Likewise, you could examine the inability of many of us to truly relax in "play" situations.

The concept of recreation as re-creation can also be dealt with.

If there is a desire to keep this activity to a single period the development of the game itself can be given as a an overnight assignment. This would save considerable time.

BACK TO BACK

GUIDANCE

CURRICULUM FOCUS:

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Multiple copies of block drawings. (See attached sheets)

INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse roles and new drawings are handed out. The process remains the same.

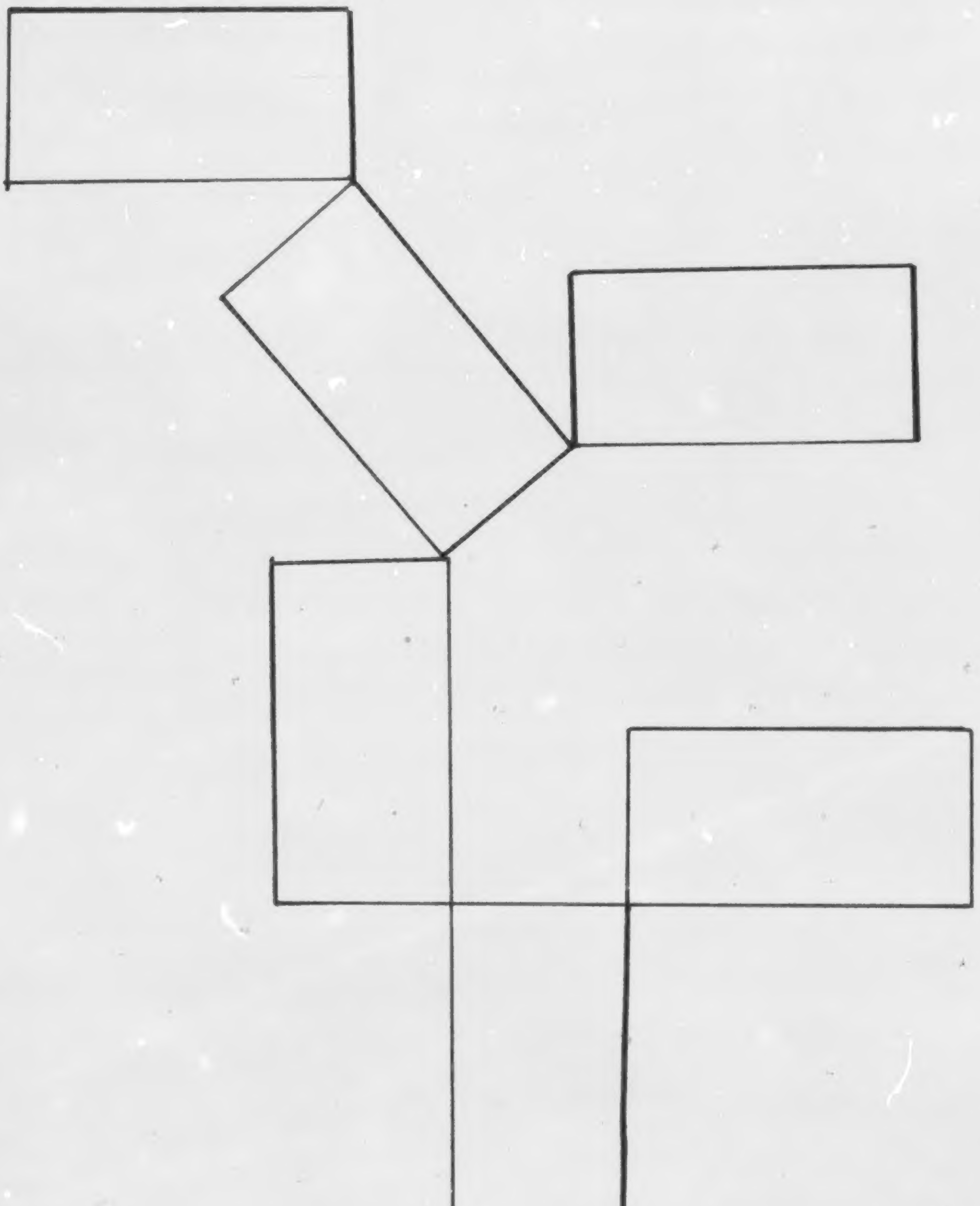
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

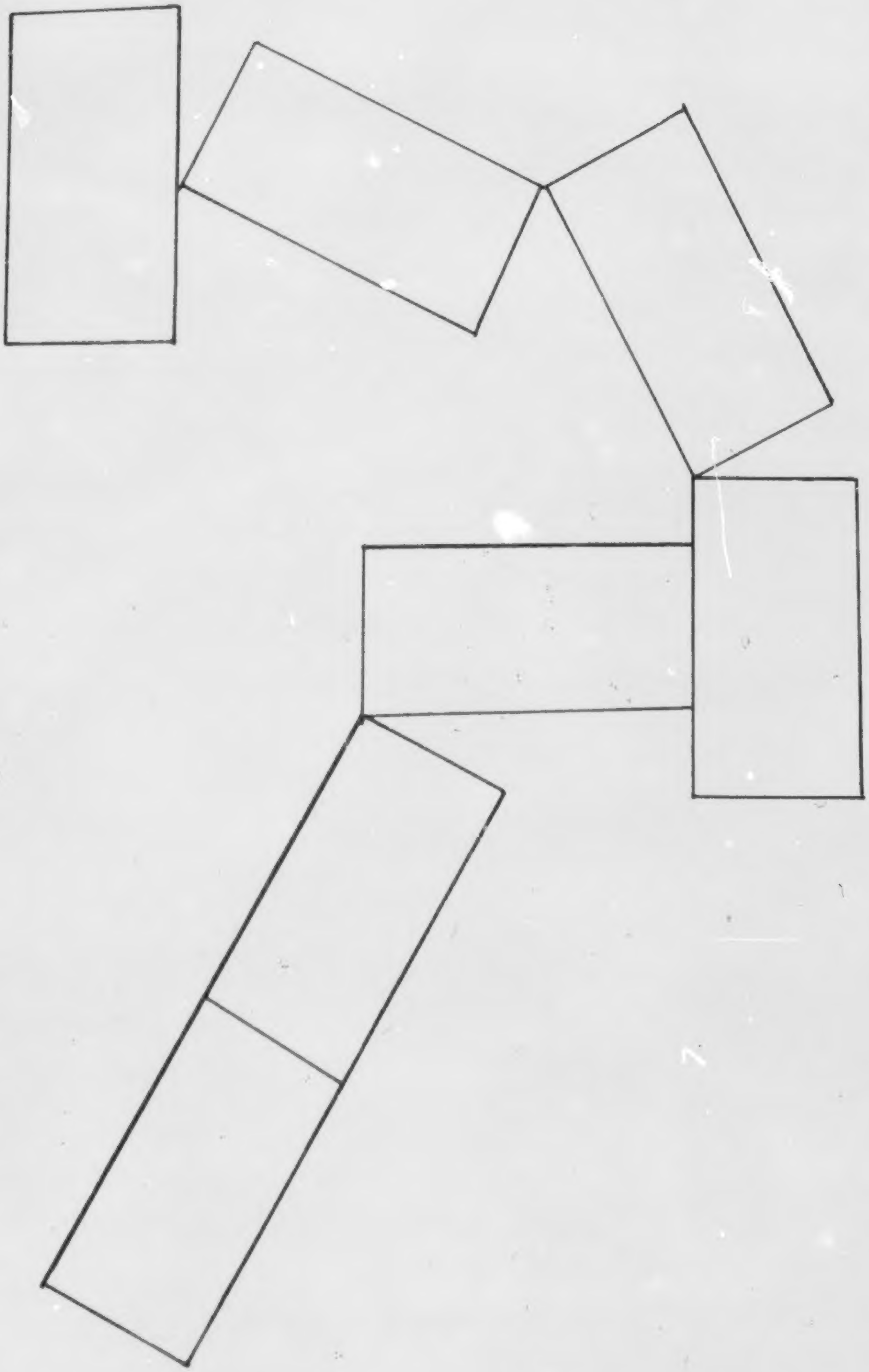
After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient.

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process, however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.





PERSONALITIES AND CAREERS

GUIDANCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Self understanding
2. Knowledge of job clusters

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize the relationship: self characteristics/decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
paper, pencils, see appendix for occupational clusters

INSTRUCTIONAL PROCESS:

Prepare a list of basic personality traits to help students get started. Each student should compile a survey check list sampling their basic personality traits (generous-stingy, reliable-not reliable, etc.). Each student should also indicate a preferred occupational cluster. Do not have surveys signed, but code with a number. Have surveys redistributed so that everyone receives a neighbor's survey. Students should then indicate in a short paragraph whether the survey indicates that the individual possesses the necessary attributes for that cluster. Collect the surveys and return them to the original students. A listing of the 15 career clusters is provided in the Appendix.

VOCATIONS AND AVOCATIONS

GUIDANCE

CURRICULUM FOCUS:

1. Learning how one's interests can be used to plan and make decisions
2. Learning ways to explore and develop one's own interests

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#64 Understand interrelationships: leisure time/one's career
#65 Understand leisure time can provide some of the rewards of work
# 7 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Dictionary

INSTRUCTIONAL PROCESS:

Look and write on board for class the main definitions of "vocation" and "avocation." Discuss these concepts with the class and list supplementary definitions that they give under each dictionary definition. Talk about the old-fashioned idea of a "calling" and how it relates to knowing ourselves and finding ways to express and expand ourselves.

With students, list major and minor activities which involve the same interests (e.g. truck farmer, home gardener, artist, Sunday painter). Discuss how some people have occupations and hobbies that are very closely related, while others use avocations to carry on interests which are very different from what they do occupationally. Discuss how a person might choose to make a hobby of something he is deeply interested in, but which would require skills and aptitudes he does not possess in order to follow this interest occupationally. Discuss the opposite: how a person's interests and avocations can lead the individual into acquiring other skills needed in order to lead into a profession. Discuss ways people use their vocational and avocational interests to achieve greater harmony and balance within their own life style.

Ask students to write a brief paper on how they feel about their own interests, and how they relate these to the twin concepts of vocation and avocation.

INTERESTS LEAD TO OCCUPATIONS

GUIDANCE

CURRICULUM FOCUS:

1. Make students aware of the occupations that are appropriate for their interests

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#05 Recognize relationship: self-characteristics/decision-making
#26 Determine characteristics/qualifications of occupations
#45 Develop criteria for judging how careers meet life goals
#46 Recognize the need for making a meaningful career choice

ESTIMATED CLASS TIME: Ten class periods

ESSENTIAL RESOURCES:

KEYS, set of ten filmstrips (Science Research Associates) They give information about nine career interest clusters: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic and Musical, Literary, Social Service, Clerical

INSTRUCTIONAL PROCESS:

During the first five periods, view the ten filmstrips. Have the students rate themselves on a scale from one to ten according to their interest in each cluster. A brief discussion after each filmstrip may help students rate themselves.

During the last five sessions, have students explore five careers that would fall into his/her high interest area(s), using resources such as the SRA WORK kits, the Chronicle Occupational Briefs kit, the Occupational Outlook Handbook, or Dictionary of Occupational Titles. Most school libraries have some of these. Prepare a brief form for students to fill out about each career they explore. Encourage students to continue exploring after the last session ends. The counselor may want to provide an opportunity for students with similar interests to compare notes on careers they explored.

Alternative--offer this unit following the administration of the Kuder E. General Interest Survey.

CREDITS AND DEBITS

GUIDANCE

CURRICULUM FOCUS:

1. Educational planning

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize the relationship: self-characteristics/decision-making
#17 Recognize role of education in career and life goals
#26 Determine characteristics/ qualifications of occuaptions
#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
list of U.S.O.E. occupational clusters (appendix)

INSTRUCTIONAL PROCESS:

Given the question "What do I now have in skills and abilities to offer a prospective employer?", have the student make a "plus" and "minus" list and relate it to a selected occupational cluster.

RELATING TO A CAREER

GUIDANCE

CURRICULUM FOCUS:

1. Self-understanding
2. Awareness of job clusters
3. Develop skills to choose education courses, plan for career choice

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize the relationship: self characteristics/decision-making

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

See appendix for occupational clusters. You may want to use the following: "Exploring the World of Work", Wilson & Co., "Choosing Your Career", "Choosing Your High School Subjects" (Guidance Assoc.); Career Games Laboratory, Educational Progress Corp.

INSTRUCTIONAL PROCESS:

In an individual or group counseling session, ask the student to verbally differentiate his/her self-characteristics (e.g. interests, values, abilities, personality traits, etc.) and to relate these characteristics to a specific occupational cluster.

WHY DO PEOPLE GO TO WORK?

GUIDANCE

CURRICULUM FOCUS:

1. Understanding the place of work in society
2. Relating work to the individual's capabilities and interests
3. Learning more about ourselves from what we do

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#55 Recognize role of work in economic independence
#56 Recognize society needs labors of all its people
#57 Realize wages should not be sole basis for career choice
#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Purpose of this activity is to help students to "think big" about work and develop positive concepts about work, its value to the individual, and the working individual's value to others and society in general.

Talk to students about the difference between positive and negative attitudes. Show how people can change their attitudes by concentrating on positive aspects of what they are doing and learn to ignore or minimize negative influences. Discuss why it is not necessary to be negative in order to be realistic.

Talk about money as a measure (but not the only one) of value. Use the Handbook to look up at random or at the students' suggestion, careers that make up part of this society. Glance over an occupational write-up and give them some of the pertinent facts. Keep discussion free-flowing, allowing students to ask questions that cover a wide range.

Ask them to write a short paper on what they would look for in a career, what they would be prepared to do, what they would prefer not to do.

CAREER OR COLLEGE?

GUIDANCE

CURRICULUM FOCUS:

1. Formulating plans for high school education and post-high school education or jobs.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals
#31 Develop positive attitudes toward employment
#35 Be aware of the value of acquiring marketable skills
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Careers Without College - set of 16 cassettes with guides #CU2-5000 available from Charles W. Clark Company, Inc. Career Training: How-What-Where filmstrips #WE-35119 (with LP records), #WE5-35119 (with cassettes) available from Charles W. Clark Company, Inc. Choosing Careers - set of 5 sound filmstrips #RM5-82100 (with cassettes), #RM4-82100 (with LP records) available from Charles W. Clark Company, Inc.

INSTRUCTIONAL PROCESS:

Careers Without College is a set of 16 cassettes, each 20 minutes long. This program highlights eight rewarding vocational fields which do not require a college degree. Each job segment (paramedic, broadcast technician, secretary, computer programmer, beautician, dental hygienist, automotive mechanic and paraprofessional techer) consists of two cassettes: one cassette describes the job, its duties, responsibilities and rewards, and the other deals with the aptitudes, skills, and training required for that particular position.

Career Training: How-What-Where is a set of six filmstrips with records or cassettes and a teacher's guide which explores the educational opportunities that can help students meet the job market demands of the 1980's. It looks at education in terms of students' aptitudes, interests and long-range goals; stresses the need to evaluate career programs; and depicts the best examples of vocational training offered in high schools, junior and community colleges.

Choosing Careers is a set of 5 sound filmstrips that examine five basic concepts that will assist students in making the most of their talents, aptitudes and interests. The decision of choosing a job, career or profession is given careful consideration. Each filmstrip is 22-24 minutes in length. The titles are:

Diploma or Dropout: It's Your Choice

Job, Trade or Profession?

You and the Job Market: The Art of Getting a Job

Training for a Trade: College is not for Everyone

The High in Higher Education: How to Choose Your University

INFORMING STUDENTS OF AVAILABILITY OF CAREER INFORMATION

GUIDANCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Make students aware of the career information available in the school.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/ qualifications of occupations

ESTIMATED CLASS TIME: At least one class period

ESSENTIAL RESOURCES:
Career Education materials available in your school.

INSTRUCTIONAL PROCESS:

As a part of the orientation activities for students entering a new school building, usually at the beginning of junior high and senior high school, provide for an orientation to career materials available in the school (usually in the library). In cooperation with teachers, prepare a schedule for all students to meet where the materials are available. Provide time for a counselor to do the presentation. In a well-prepared and orderly fashion, show the students all the materials, explain how each can be best utilized, and school (library) regulations regarding their usage. Provide time for students to at least quickly peruse the materials. An assignment could be given (in cooperation with an English class, for example) to research a career or a career cluster so that students need to make immediate use of the materials.

SUCCESSFUL CAREER EDUCATION FIELD TRIPS

GUIDANCE

CURRICULUM FOCUS:

1. Planning field trips
2. Serving as a liaison between school and community.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
List of community resources

INSTRUCTIONAL PROCESS:

Offer your services to teachers as a helper in planning and carrying out Career Education Field Trips.

1. Planning: Get involved early in the planning. Help teachers focus their purposes and expectations. Suggest that students help plan the trip.

2. Preparation: Make sure students have a clear concept of purpose of a field trip. Help them prepare for what they will see, questions they should ask, appropriate behaviors, what they should be prepared to do in the way of follow-up to the trip.

The counselor could offer to be the liaison person between the school and the community by suggesting places to visit to the teachers, and making very clear to businesses and industries the focus of the trip. Make sure all proper and clear communication is taken care of. Visit places in advance.

3. Offer to help chaperone the trip. Help keep the trip's purpose focused as it progresses.

4. Offer suggestions to the teacher on debriefing the students. Help with the follow-up activities.

The counselor may wish to put field trip suggestions in writing as well as the services he/she can render.

VOLUNTEER LEARNING EXPERIENCES

GUIDANCE

CURRIUCLUM FOCUS:

1. Exploring the world of work
2. Increasing self-knowledge
3. Volunteer work and its rewards

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#46 Recognize the need for making a meaningful career choice.

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
List of volunteer positions in the community

INSTRUCTIONAL PROCESS:

Prepare a list of volunteer positions available in the community. (Candy stripers, Red Cross, aid in children's home, etc.) Describe each in a resume sheet. Publish this information in the school newspaper. Talk to the students about these volunteer positions. Emphasize the importance of investigating different work environments as an important step in learning about yourself and possible job choices. You might want to help the students make the appropriate contacts for volunteer positions.

CAREER CLUSTERS

GUIDANCE

CURRICULUM FOCUS:

1. Make students aware of the fifteen career clusters for arranging their knowledge of many careers.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 10-15 class periods

ESSENTIAL RESOURCES:
Career Education Clusters, a set of 16 filmstrips with cassettes

INSTRUCTIONAL PROCESS:

At some time during the first year of junior high school, arrange for all students to become acquainted with the fifteen career clusters as identified by the United States Office of Education. This could be done as part of a regular class or as a separate guidance class. The important factor is for the students to gain a framework to help them organize their understandings about many occupations. After viewing each filmstrip in the series, hold a class discussion. Have the students make a list of careersin each cluster and note their interests and abilities in each of these areas. Each student should explore at least one career in each cluster in more depth at the end of the unit. Have students select a cluster or several clusters with which they seem to most identify.

VOCATIONAL EDUCATION OPPORTUNITIES

GUIDANCE

CURRICULUM FOCUS:

1. Make students aware of all vocational training options available to them during and following high school.

JUNIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals
#18 Recognize developmental processes occurring in and out of school

ESTIMATED CLASS TIME: 1 class period

ESSENTIAL RESOURCES:
Counselor prepared list and information about all educational options available to students in your school.

INSTRUCTIONAL PROCESS:

Meet with all of the students in one grade level in classroom groups in your school. Present the vocational training options available to them both during and after high school. The best grade level for this presentation would be during the year when they first have the option for signing up for a high school vocational program. Meet with all students regardless of ability level. High academic ability students may have high interests and abilities in what have traditionally been classified as vocational subjects.

Be sure to let students know where they can go for information if they develop an interest in vocational training at a later time.

A NIGHT FOR THE FUTURE

GUIDANCE

JUNIOR HIGH

CURRICULUM FOCUS:

1. Planning for the future
2. Selecting courses to fit a plan

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: Two hours (class), two hours (evening)

ESSENTIAL RESOURCES:
Department chairmen, Guidance and Administrative Personnel, Kuder Preference Inventory or another comparable aptitude test

INSTRUCTIONAL PROCESS:

Eighth grade students are administered vocational preference instruments. The results are then discussed with them and profiles are drawn. They are encouraged to take these profiles home and discuss them with their parents.

The parents and students are invited to attend "A Night For The Future." The different course offerings that are available to the students and where the pursuit of these courses can lead are presented by the Department chairmen.

The counselor should follow up this meeting with group conferences to aid in planning the students' schedules for the coming year.

DELLA STATEMENTS

Della Statement Number	Description
Vocabulary about Self	
01	Develop vocabulary of self-characteristics
Knowledge of Self	
02	Develop knowledge of unique personal characteristics
03	Understand relationship: self-characteristics/ performance
04	Understand that personal characteristics can be changed
05	Recognize relationship: self-characteristics/ decision-making
06	Understand and use the concept "role"
07	Develop an understanding of the concept "life style"
Attitudes about Self	
08	Develop a positive self-concept
09	Recognize that development of self is constantly changing
10	Develop a sensitivity toward and an acceptance of others
11	Develop tolerance/flexibility in interpersonal relationships
Skills for Self	
12	Develop the necessary socialization skills
Vocabulary about Education	
13	Acquire vocabulary for educational planning
Knowledge about Education	
14	Understand interrelationship between education and work
15	Be aware of multiplicity of skills, knowledge in education
16	Understand need for continuing education in a changing world

Della Statement Number	Description
Attitudes about Education	
17	Recognize role of education in career and life goals
18	Recognize developmental processes occurring in and out of school
19	Realize technological changes demand retraining of workers
20	Develop basic attitudes needed for entry/success in a career
21	Recognize relationship: school environment/ larger society
Skills for Education	
22	Acquire skills, good work habits in preparing for a career
Vocabulary about Careers	
23	Acquire vocabulary for describing the world of work
Knowledge of Careers	
24	Understand variety and complexity of occupations and careers
25	Understand how occupations relate to functions of society
26	Determine characteristics/qualifications of occupations
27	Understand process of developing a "career"
28	Understand the relationship: occupational role/ life style
29	Recognize materials/processes/tools of occupational clusters
Attitudes about Careers	
30	Realize: work is an integral part of the total life style
31	Develop positive attitudes toward employment

Della Statement Number	Description
32	Realize one's success in work is affected by one's attitudes
33	Develop personal habits which are socially valued
34	Recognize that occupational stereotyping is undesirable
35	Be aware of the value of acquiring marketable skills
36	Aware of own multi-potentiality as to marketable skills
Skills for Careers	
37	Develop necessary educational/occupational competency
38	Develop entry level skills in area of occupational interest
Vocabulary for Decision-Making	
39	Develop vocabulary for stating and identifying personal goals
40	Apply vocabulary of career exploration to decision-making
Knowledge about Decision-Making	
41	Understand decision-making involves responsible action
42	Know external factors affect decision-making and vice versa
43	Recognize restrictions in the decision-making process
44	Recognize that decision-making involves some risk taking
45	Develop criteria for judging how careers meet life goals
Attitudes about Decision-Making	
46	Recognize the need for making a meaningful career choice

Della Statement Number	Description
47	Develop a receptivity for new ideas/exploration of new ideas
48	Understand the need to take responsibility for own decisions
Skills for Decision-Making	
49	Develop effective decision-making strategies and skills
Vocabulary about Economics	
50	Develop vocabulary for understanding economic principles
Knowledge of Economics	
51	Be familiar with basic economic concepts
52	Realize how the labor market affects the nation's economy
53	Understand the relationship: technology/world of work
54	Understand the relationship between occupational roles/personal economics/life styles
Attitudes about Economics	
55	Recognize role of work in economic independence
56	Recognize that society needs labors of all its people
57	Realize wages should not be sole basis for career choice
58	Recognize worker productivity is influenced by rewards
Skills for Economics	
59	Acquire basic money management skills
60	Be able to use economic information in decision-making
61	Acquire basic consumer skills

Della Statement Number	Description
Vocabulary about Leisure	
62	Develop vocabulary to differentiate leisure time activities
Knowledge of Leisure	
63	Understand differences between leisure time and idleness
64	Understand interrelationships: leisure time/ one's career
65	Understand leisure time can provide some rewards of work
Attitudes about Leisure	
66	Develop positive attitudes toward value of leisure time
Skills for Leisure	
67	Develop skills in leisure time activities

BACKGROUND IN DESIGN

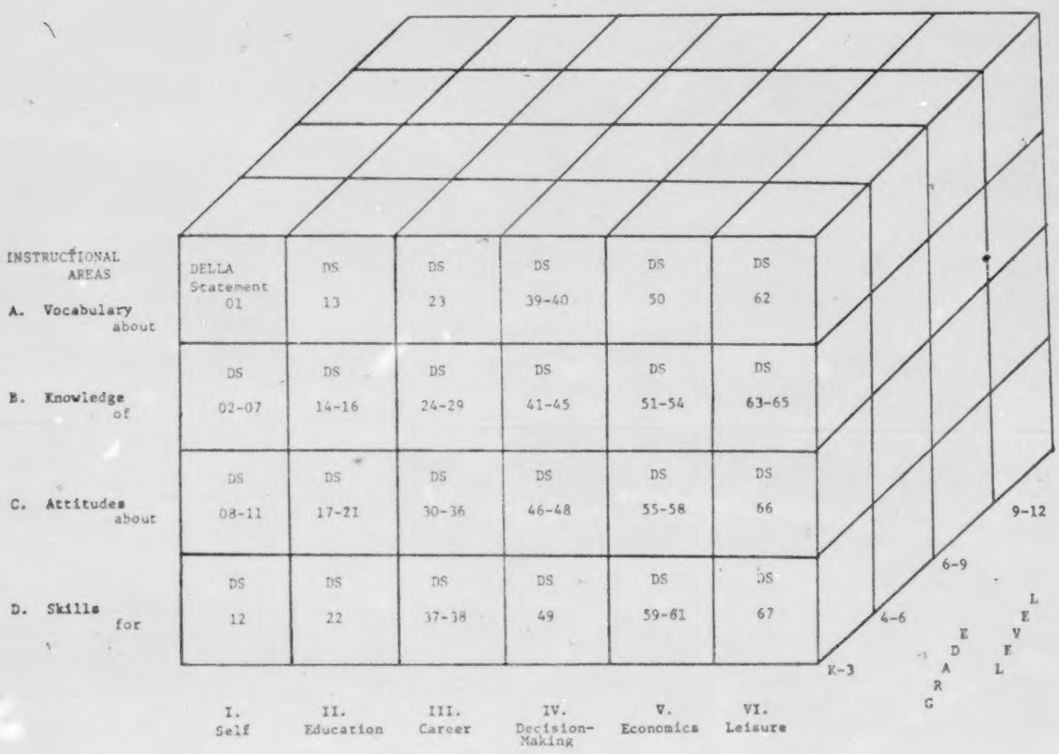
It is in seeing career education as a way of developing the total individual that its aims can best be realized and that its impact can be felt most positively as an important contribution to the learning and socialization processes of modern education.

The Career Development Education Model

The basic philosophy of the career education movement has only recently been translated into a system. This enables educators to apply career education concepts throughout the educational grade levels and all the subject areas.

Below is the Career Development Education Model. It is three dimensional, covering grades K-12.

K-12 CAREER DEVELOPMENT EDUCATION MODEL



INSTRUCTIONAL AREAS	I. Self	II. Education	III. Career	IV. Decision-Making	V. Economics	VI. Leisure
A. Vocabulary about	DELLA Statement 01	DS 13	DS 23	DS 39-40	DS 50	DS 62
B. Knowledge of	DS 02-07	DS 14-16	DS 24-29	DS 41-45	DS 51-54	DS 63-65
C. Attitudes about	DS 08-11	DS 17-21	DS 30-36	DS 46-48	DS 55-58	DS 66
D. Skills for	DS 12	DS 22	DS 37-38	DS 49	DS 59-61	DS 67

CAREER EDUCATION CONCERNS

At the left of the model are the educational instruction areas, which are part of teaching every subject at every grade level. Every teacher teaches vocabulary about his or her subject, knowledge about that subject,, attitudes derived from what is learned, and skills relating to the mastery of that particular subject. Another way of putting it is that, the instructional areas cover the cognitive, affective and psycho-motor domains of learning.

At the base of the model are the career education concerns. In order to utilize a comprehensive developmental approach aimed at the whole individual, it is necessary to treat several life areas and these areas have been organized and labeled as shown.

For example, looking at the first Career Education Concern, we have to educate the student in relation to his or her own self. Who am I? What am I like? What do I like? These are the kinds of questions students have to answer if they are to know themselves better.

By looking at the intersections of Instructional Areas with Career Education Concerns, as shown on the model, we can talk about ideas such as, knowledge of self, attitudes towards careers, skills for decision-making, and so on. In fact, every aspect of the instructional approach can be applied to every concern of career education.

Della Statements

In every one of the model blocks, running through all the grade levels, there are certain criteria that are necessary for the developmental approach to be carried out. These are called DELLA Statements.

Here you can see how one of the criteria, or DELLA Statements, was developed. First the Instructional Area, knowledge, was considered. Then the Career Education Concern, decision-making, was cross-referenced. When we talk about knowledge of decision-making for students, we get a statement like Goal #42. (See diagram on following page).

Since this is a lengthy, cumbersome statement, which is difficult to use, it was synthesized into a DELLA Statement (#42). It is short and it is simple and it's easy to implement. Also, it is one of thirteen DELLA Statements on decision-making.

INSTRUCTIONAL AREA

Knowledge of

CONCERN

Decision-Making

GOAL # 42

Students should know that decision-making is influenced by a society of external factors (i.e., family, friends, geography) conversely, decisions once made will have an influence on a variety of external factors (i.e., family, friends, geography).

DELLA STATEMENT

#42 Know external factors affect decision-making and vice versa

Since this is a developmental approach not every DELLA Statement need be applied at every grade level. Likewise, not every DELLA Statement is appropriate for every subject, although the concept of at least one DELLA Statement under each of the six concerns should be taught for every subject, at every grade level.

How to Use DELLA Statements

DELLA Statements are used by teachers as tools in career education by matching them to the curriculum concerns when preparing teaching activities.

One of the best ways to begin writing curriculum plans which focus on career education is to go over in your mind some activities you have previously done in class which were successful. It is often fairly easy to find ways to broaden this activity to include the dimensions of career education. Starting with one activity you have already found successful will lead you to explore others. Finally, you will be planning entirely new activities that are built around the idea of providing your students with instruction in both your curriculum and career education.

BIBLIOGRAPHY OF SUGGESTED RESOURCES

Career Education Newsletters:

Career Education News. McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606.

The Career Education Workshop. Parker Publishing Company, Inc., West Nyack, New York 10994.

Career Education Bibliographies:

Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837.

Pennsylvania Guidance Service Center, 5301 Jonestown Road, Harrisburg, Pennsylvania 17112.

Current Career Information Bibliography. National Vocational Guidance Association, Division of American Personnel and Guidance Association, 1607 New Hampshire Avenue N.W., Washington, D.C. 20009.

EPIE Career Education S*E*T*. EPIE Institute, 463 West Street, New York, New York 10014

Career Education Film Resources:

Intermediate Units/Instructional Materials Center. All members of a teaching staff have film resources available to them through the school district or through the local intermediate unit with which the school district is associated.

Audio Visual Services. The Pennsylvania State University, University Park, Pennsylvania 16802.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

Career Education Instructional Materials:

PENNscript
Special Education
5301 Jonestown Road
Harrisburg, Pennsylvania 17112

INTERVIEW SHEET

1. What special interests or skills do you need for your job?
2. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?
3. What type of person do you have to be in order to like and be successful at your job?
4. What ways can I get this job--training, college, or experience?
5. What other occupations can you do with your knowledge and training?
6. What are all the different jobs you've had and which have led to the one you have now?
7. Do you think that your mistakes have helped you to make better decisions?
8. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?
9. What school subject do you use in your work and how?
10. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?
11. Are your hobbies like or different from your job?
12. Why is this job important to you? What satisfaction do you get? Do you know of any common factors a person should possess to be successful in the world of work?

FIFTEEN OCCUPATIONAL CLUSTERS

Compiled by the United States Office of Education

I. Agri-Business and Natural Resources
   1. Agriculture and agricultural sciences
   2. Forestry officials
   3. Fish managers (including farms and hatcheries)
   4. Water management
   5. Nursery operations and management
   6. Animal sciences
   7. Dairy products
   8. Fertilizers (plant food and soil)
   9. Landscaping
   10. Wildlife
   11. Petroleum and related products
   12. Mining and quarrying

II. Business and Office Cluster
   1. Accounting
   2. Office clerks and managers
   3. Machine operators
   4. Business data processing systems

III. Communications and Media Cluster
   1. Telephone and telegraph systems
   2. Publishing of journalism and commerical arts
   3. Broadcasting of radio, television and satellite transmissions
   4. Photographic reproductions and recordings

IV. Construction Cluster
   1. Interior home designing, decorating and furnishings
   2. Land development, site preparation and utilities
   3. Landscaping, nursery operations and ground maintenance
   4. Architectural designing
   5. Masonry, metal, wood, glass, and plastic contracting

V. Consumer and Homemaking Related Occupations Cluster
   1. Family and community services (public housing and social welfare)
   2. Food service industry
   3. Child care, guidance and teaching
   4. Housing design and interior decorations
   5. Clothing, apparel and textile industry
   6. Home management, consumerism and family relationships

VI. Environment Cluster
   1. Soil and mineral conservation
   2. Water resource, development, conservation and control
   3. Forest, range, shore, wildlife conservation and control
   4. Development and control of physical man-made environment (bridges, roadways and recycling)
   5. Space and atmospheric monitoring and control (pollution and smog)
   6. Environmental health services (water sanitation, waste disposal)

VII. Fine Arts and Humanities Cluster
   1. Authors and poets
   2. Painters and printmaking
   3. Musicians
   4. Dramatic and performing artists
   5. Film and set designers, producers and editors

VIII. Health Service Cluster
   1. Ambulance services
   2. Hospital technicians, nurses, aids and doctors
   3. Pharmacists
   4. Dentists
   5. Community health
   6. Veterinarian

IX. Hospitality and Recreation Cluster
   1. Recreation planning of national resources and leisure related property
   2. Health care (physical fitness, recreation safety)
   3. Community services (parks, playgrounds, clubs and amusement parks)
   4. Human development (recreation programs, coaching and arts)

X. Manufacturing Cluster
   1. Factory productions
   2. Research of products and marketing
   3. Distribution of products
   4. Designing of new products and new equipment

XI. Marine Science Cluster
   1. Commercial fishing
   2. Aqua-culture (marine and shellfish research, marine plant growth)
   3. Marine biology
   4. Underwater construction and salvage
   5. Marine exploration

XII. Marketing and Distribution Cluster
   1. Sales promotion and services
   2. Buying
   3. Marketing services (finance, credit, insurance)
   4. Marketing system (retail, wholesale, service, non-store and international trade)

XIII. Personal Services Cluster
   1. Cosmetology
   2. Mortuary science
   3. Barbering
   4. Physical culture (massage and weight control)
   5. Household pet services

XIV. Public Service Cluster

1. Courts
2. Labor affairs
3. Defense
4. Public utilities and transportation
5. Regulatory services (bank, immigration and stock exchange)

XV. Transportation Cluster

1. Land transportation
2. Aerospace transportation
3. Pipeline transportation
4. Water transportation

CAREER-RELATED GAMES AND SIMULATION

Game — Grade Level

BLUE BIRD (ABT Associates) *(7-12)*

Players explore job and home career consequences of a number of "career ladders" in the unskilled/semi-skilled/skilled category. Career decisions, union membership, further training, etc. are plotted on a Career Chart as is feedback on life style consequences. (1-6 players)

THE BLUE WODJET COMPANY (Simile II) *(6-9)*

Players take roles as stockholders, personnel, and managers of a manufacturing company and as citizens in a community where the company is located. Players are involved in the structure of a corporation that evokes an awareness of pressures pollution problems created for industry. (25-30 players)

BROKER (Calhoun Book Store) *(4-adult)*

Players learn some of the more intricate aspects of the stock market and the development of market strategy. (2-6 players)

BRONZE AXES (Instructor Publications, Inc.) *(4-6)*

Structure and organizations of a barter economy are illustrated by inferences players, as archaeologists, can draw from simple resources at the site. (4-35 players)

BUDGETING GAME (Changing Times Education Service) *(7-12)*

Players assume roles in a middle-income family of four earning $10,000. Goal is to simulate the budgeting and spending of their money over a 12 month period. Different choices reflect different ways of living and different family goals. (4-24 players in teams of 4)

BUDGETS AND TAXES (Educational Manpower, Inc.) *(7-college)*

Players assume roles of both public officials and private citizens of Riverdale, attempting to balance the town budget.

CAREERS (Parker Brothers) *(7-12)*

Preview of the working world. Eight newly-updated occupations, setting their own success goals. Rewards, promotions, setbacks as they meet realistic challenges. (2-5 players)

Game | Grade Level

CONSUMER (Western Publishing Company, Inc.) *(7-12)*

A model of the consumer buying process involving players in the problems and economics of installment buying. Consumers compete to maximize their utility points for specific purchases while minimizing their credit charges. The three different credit agents also compete to make the most satisfactory lending transactions. (11-34 players)

JOB EXPERIENCE KITS (Science Research Associates, Inc.) *(7-12)*

A collection of work-simulation kits offers experiences in 20 occupations representative of various levels and fields. A problem-solving approach is used to expose the student to the real activities found on the jobs. Actual occupational tools are included in each kit. (1 player)

JOBHUNT (Games Central) *(7-adult)*

Realistic simulation of the process players will experience in making real-life career choices and finding suitable jobs. (10-30 players)

LIFE CAREER GAME (Western Publishing Company, Inc.) *(6-12)*

A simulation of certain features of the labor market, the "education market," and the "marriage market," as they now operate in the U.S. and as projections indicate they will operate in the future. The players work with a profile of a fictitious person, alloting his time and activities among school, studying, a job, family responsibility and leisure time. Players are divided into teams of 2 and make decisions for 3-10 years of the profile they play. A wide variety of profiles is supplied. (2-20 players)

MACHINIST (Harvard School of Information) *(7-12)*

The objective of the game is to enable students to make more effective decisions concerning a career in a machinist vocation, based on the information contained in the game and on other investigations that they are motivated to make as result of playing. (1-6 players)

PINK PEBBLES (Educational Manpower, Inc.) *(4-6)*

As primitive farmers, players progress through seven levels of economy, relying more and more on the "Pink Pebbles" which represent money. (6-36 players)

SPENDTHRIFT (Northrop Corporation) *(7-12)*

Financial management of family affairs is taught as well as goal setting and value structure within the family group. (2 or more players)

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EVALUATION Crucial to the development and improvement of any program are evaluative plans and instruments. The evaluation plan should be geared to the local program and designed to evaluate achievement in reaching the program objectives, development and implementation of program activities and effectiveness of program resources.

Standardized Tests

Quick feedback of information is crucial to the continuous amelioration of the program. Consequently, a major source of immediate, valuable information is the student. Of particular value are several vocationally-oriented standardized measures, some of which are listed and briefly described.

Interest Inventories

Interest inventories are particularly useful in individual career counseling. They may also be utilized in group guidance classes, or in any classes involved in career education and subjective occupational exploration. For the most part, all of these inventories have as their major goal helping the individual to relate his personal interests to either general occupational areas, or clusters, (e.g., scientific, persuasive, etc.) or to specific jobs. (e.g., truck driver, lawyer, etc.). These inventories do not provide information about the student's ability achievements, or intelligence as they relate to the cited clusters or occupations; they serve to cite relative interests and must be interpreted accordingly.

Brainard Occupational Preference Inventory

Psychological Corporation
Range: Grades 8 to 12; adults

Six broad occupational fields are covered by this inventory which yields scores for each sex. Scores are obtained in the following areas: (1) commercial, (2) mechanical, (3) professional, (4) esthetic, (5) scientific, and (6) personal service (for girls) or agriculture (for boys). The subject responds to each item by indicating on a five-point scale ranging from "dislike very much" to "like very much". There are a series of twenty items for each occupational field. The scoring is simple and testing time is approximately thirty minutes.

Gordon Occupational Check List

Harcourt, Brace and World, Inc.
Range: Grades 9 and above.

The Gordon Occupational Check List is composed of 240 activities performed in many different kinds of jobs. These 240 activities are organized into five general interest areas: (1) business, (2) outdoor, (3) arts, (4) technology, and (5) service. These five categories are further grouped into 30 internally related clusters. The student responds to each item by underlining the activities that he would like to perform in a full-time job, and by circling those activities that he would most like to do. He then answers several job-relevant free-response questions at the end of the inventory. The scoring procedure is simple and testing time for a group is typically from 20 to 25 minutes.

Kuder Occupational Interest Survey (OIS)

Science Research Associates
Range: Grades 10 to adult

This instrument is basically the same in both format and content (with some additions) as the Kuder Preference Record-Vocational. Forced-choice triads are presented to the testee. (However, the information it yields is more like that of the Strong and the Minnesota Vocational Interest Inventory.) Scores are yielded in 79 occupations and 20 college-major fields for men, and for 56 occupations included cover a wide range and variety of levels and areas. Scoring must be machine-processed. Reading level is 6th grade.

Kuder Preference Record - Vocational

Science Research Associates
Range: Grades 6 to 12

The Kuder Preference Record-Vocational is a widely used measure of vocational interests. Scores are given for the following interest clusters: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. Raw scores are converted into percentiles, varying for the male and female high school students based on the respective norm groups. Administration, scoring, and conversion of raw scores to percentiles are all simple. Testing time generally ranges between 30 and 50 minutes.

Minnesota Vocational Interest Inventory (MVII)

Psychological Corporation
Range: Grades 9 to 12

The Minnesota Vocational Interest Inventory is suitable for men and boys age 15 and up. This empirically-keyed inventory is designed to measure interests in nonprofessional occupations. The content consists of 474 items grouped into triads, making a total of 158 triads. The student responds to each triad by selecting the one activity he would most like to do, and the one activity he would least like to do, leaving the third item blank. Scores are reported in 21 occupational scales, by hand. Although no time limit is given, most examinees complete the inventory in 45 minutes or less.

Ohio Vocational Interest Survey

Harcourt, Brace and World, Inc.
Range: Grades 8 to 12

The Ohio Vocational Interest Survey is designed to facilitate vocational exploration by students in grades eight through twelve. This survey combines a "Student Information Questionnaire" with the "Interest Inventory" providing valuable background data for score interpretation by the student and his counselor. Compatible with such sources as the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and the General Aptitude Test Battery, OVIS yields scores in 24 interest scales. The total time required for administration of the survey ranges from 60 to 90 minutes.

Multiple Aptitude Batteries

Of particular value in individual career counseling are the results of multiple aptitude batteries such as those to be described in this section. Combined with interest inventories, achievement criteria (e.g., grades, test results, etc.) and other variables, these batteries serve to broaden the foundation upon which the individuals occupational future rests. Keeping in mind that "an aptitude test is one that predicts success in some occupation or training course" (Cronach, 1970, p.38), one should evaluate the comparative value of each of the following batteries as they relate to a career education program.

Daily Vocational Tests

Houghton Mifflin Company
Range: Grades 8 to 12; adults

Designed for the non-college-bound youth or adult, the Daily Vocational Test battery consits of three subtests: (1) the technical and scholastic test, (2) the spatial visualization test, and the business English test. Twelve subscores are derived from the three subtests. Total testing time approximates 140 minutes.

Differential Aptitude Tests (DAT)

Psychological Corporation
Range: Grades 8 to 12

The Differential Aptitude Tests are a battery of eight subtests. Six of them are aptitude tests (verbal reasoning, numerical ability, abstract reasoning, spatial relations, mechanical reasoning, and clerical speed and accuracy) and two are achievement tests (spelling and grammar). With the exception of the Clerical Speed and Accuracy Test, the tests of the DAT are power tests and in most cases the time limits are 30 minutes. At least two testing sessions are required for administration of the entire battery which takes between 5 and 5 1/2 hours to complete in most cases. Score reports may be in either percentile or stanine form with norms being available for each grade level from eighth to twelfth.

SRA Primary Mental Abilities, Revised

Science Research Associates
Range: K-12, a series of five batteries

After correcting some previously evaluated technical difficulties, in 1962 a revision of the PMA tests was made available by SRA with a series of five batteries. The scores obtained are in relation to five factors: Verbal Meaning, Number Facility, Reasoning, Perceptual Speed, and Spatial Relations. Since Reasoning is omitted at the lower levels and Perceptual Speed at the higher levels, only the battery for grades 4-6 includes all five factors. Total scores on the entire battery, as well as scores on each factor, are expressed in deviation I.Q.'s Percentiles and stanines are available for the PMA batteries from the fourth grade up.

Vocatioanl Maturity and Work Values Measures

A career education program or method may be evaluated in terms of the vocational maturity or the work values of its participants as determined by pre- and post-tests or via comparative studies. Super (1955) has suggested the following dimensions as indicative of adolescent vocational maturity:

- Orientation to vocational choice.
- Information and planning about the preferred occupation.
- Consistency of vocational preference.
- Crystalization of traits.
- Wisdom of vocational preferences.

The construct of vocational maturity was later defined by Super (1957, p. 132) as follows:

Vocatioanl Maturity I focuses on life stages and is indicated by the actual life stage of an individual in relation to his expected life stage (based on his chronological age).

Vocational Maturity II focuses on development tasks and is represented by the behavior of the individual in handling the developmental tasks with which he is coping.

The following measures have been developed in order to determine a person's degree of development in various areas of his career education.

Readiness for Vocational Planning

Authors: Gribbons and Lohnes (1964)
Range: Adolescence

Eight dimensions are assessed by this instrument which takes the form of an interview scale and is designed to measure vocational maturity. These dimensions are: (1) factors in curriculum choice, (2) factors in occupational choice, (3) verbalized strengths and weaknesses, (4) accuracy of self-appraisal, (5) evidence for self-rating, (6) interests, (7) values, and (8) independence of choice. In order to achieve maximum validity and reliability the counselor will need some short-term training in the use of this instrument.

Vocational Development Inventory - Attitude Test (AT)

Authors: Crites (1965) CTM/McGraw Hill
Range: 6th Grade to college

Designed to measure the "dispositional factor" in vocational maturity, the Attitude Test of the Vocational Development Inventory attempts to measure "choice of an attitude toward an occupation in terms of empirical behaviors". "This instrument consists of fifty questions cast in true-false forms which yield both a vocational maturity scale and a deviate scale" (Herr and Cramer, 1972, p. 269). The purpose of this instrument is to give the counselor some insight as to the rate and level of vocational maturity of the students, thus allowing for more effective counseling. Time needed to administer the VDI is approximately 15 to 20 minutes.

Work Values Inventory (WVI)

Author: Super
Houghton Mifflin Company
Range: Grade 7 to adult

This instrument is concerned with measuring "values relating to success and satisfaction in work" (Herr and Cramer, 1972, p. 270). The fifteen values assessed are: intellectual stimulation, job achievement, way of life, economic returns, altruism, creativity, relationships with associates, job security, prestige, management of others, variety, aesthetics, independence, supervisory relations, and physical surroundings.

"These fifteen values can be further distilled into four factors: material, goodness of life, self-expression, and behavior control" (Herr and Cramer, 1972, p. 270). Administration of the WVI takes approximately fifteen minutes.

Career Development Inventory (CDI)

Authors: Super, Bohn, Forrest, Jordoan, Lindeman and Thompson (1971).
Range: 6th Grade and up.

The CDI yields two types of scores. In addition to a total score which represents an overall measure of vocational maturity as defined by the scales, it also yields three specific factor scores labeled Planning Orientation, Resources for Exploration, and Information and Decision Making (Westbrook & Mastie, 1973).

The CDI can be administered easily with in one class period and has potential for use in individual counseling as well as in group assessment and program evaluation. Distinguishing features of the CDI as noted by Westbrook and Mastie (1973) are its inclusion of both the attitudinal and cognitive dimensions of vocational maturity.

Cognitive Vocational Maturity Test (CVMT)

Authors: B.W. Westbrook
Range:

The CVMT was designed to measure Career knowledge and abilities within six areas of the cognitive domain of vocational maturity: Fields of Work-knowledge of which occupations are avialable in various fields of work; Job Selection--the ability to choose the most realistic occupation for a hypothetical student who is described in terms of his abilities, interests, and values; Work Conditions--knowledge of the amount of education generally required for a wide range of occupations; Attributes Required-knowledge of abilities, interests, and values generally required for various occupations; and Duties--knowledge of the principal duties performed in a wide range of occupations (Westbrook & Mastie, 1973).

The CVMT is an objective measure which provides separate scores for each of the six areas of cognitive vocational maturity. The tendency of scores to spread out at the bottom for those having special difficulty in this particular area is evidence of the diagnostic potential of the CVMT. Those career education programs who's objectives match the areas included in the CVMT may find it to be an appropriate evaluation instrument.

Locally Constructed Instruments

Other possible ways of benefitting from student involvement in the evaluation process are via student surveys, questionnaires, and evaluation teams, as well as individual observations (e.g., suggestions for improvement, themes evaluating programs, etc.). Since the students are the principal consumers of the career-education-oriented services, their relative satisfactions and reactions to the objectives, activities, and resources would be a primary consideration. They are an invaluable source of affective as well as cognitive information regarding program progression, whether providing the information through direct or indirect means.

Surveys, questionnaires, PTA meetings, as well as the use of other communications media (e.g., newspapers, radio, television, etc.) are major approaches by which teachers, counselors, parents, and the community in general may become an integral part of the evaluation process. Often valuable ideas for improvements result from tapping a source that is not directly involved in a program. Also, the goal of providing the public with an awareness of the program goals and achievements may incidentally be realized by this communication, thus creating a dual value.

Generally speaking, if appropriately planned and implemented, the greater the diversity and scope of sources involved in the assessment process, the greater the probability of attaining valuable, practical information.

Related Research Methods

Of the various types of research methods available for use in the evaluation process, three stand out. They are: 1) longitudinal studies, 2) follow-up studies, and 3) short-term studies. Drier, Herr and Baker (1972) provide the following descriptions of the first two types of studies:

- Longitudinal studies: Particular techniques and services are examined over time in the light of their impact on some appropriate sample. This can determine the extent to which the effects of an activity are retained and used in later years.

- Follow-up studies: Subjects may be able to provide important information about a program by responding to a questionnaire.

  The third type, short-term studies, may be described as follows:

- Short-term studies: Studies designed to provide a relatively rapid feedback of information about program deficiencies or improvements. Cross-sectional studies exemplify this approach which generally serves to measure changes within groups or between groups when certain dependent variables (e.g., standardized tests, observations, etc.) are employed.

Any of these types of studies may be executed via controlled observations and pre- and post-testing techniques, using standardized measures or locally-developed measures as dependent variables, or by utilizing any of a number of other dependent variables applicable to the specific situation.

General Procedures for Evaluation

Regardless of what kind of procedures are used, certain fundamental steps should be followed. Herr and Cramer (1972, p. 273) have summarized general procedures for evaluation within a systems approach to career development as follows:

- Formulate the broad goals of the vocational guidance programs.
- Classify these goals so that an economy of thought and action can be achieved. Decide what developmental stages require which guidance processes for implementation.
- Define objectives in behavioral terms.
- Suggest situations in which the desired objectives and behaviors might be observed.
- Develop or select appraisal techniques such as standardized tests, monitoring instruments, questionnaires, etc.
- Gather and interpret performance data and compare these data with the stated behavioral objectives.

This system has been cited as an absolute one, thus, an entity in itself which, if desirable, may be compared to another system to determine relative effectiveness.

The following specific steps established by Wysong (1972, p. 53) are closely related to those of Herr and Cramer, only more simplistic and general. They are:

- Establish a purpose for the evaluation.
- Plan and design a procedure for the evaluation.
- Define the objectives, activities, needs, or resources to be evaluated.
- Identify the sources of information.
- Develop instruments for collecting information.
- Collect information.
- Analyze information.
- Organize and report results.
- Judge adequacy of results.
- Make decisions.

Administrative Judgement

The final decisions often rest with those in administrative positions. Sometimes they are not directly involved in the mechanics or assessment of the program itself. It is, therefore, of paramount importance that a definite, concrete, and concise way of communicating program needs is developed. This is particularly the case when major revisions or expensive innovations are to be initiated. Such situations usually call for the use of more than one evaluative technique. In other words, if a multiplicity of assessment techniques are all indicative of a need for a major revision or expensive innovation, that need is much more likely to be realized than if one or two implemented techniques led to the same conclusion. Also worth noting is the fact that the needs will have a greater probability of being met if community involvement is accomplished, and if a well-developed channel of communications is established between all individuals directly or indirectly affected by the program.

Therefore, it is important that the administrator involved in the leadership of the aforementioned activities be knowledgeable. If the leadership decisions are to be made wisely, the leaders must understand the various program objective, the purposes behind the activities, the reasons for use of various resources, and the purpose of each evaluation technique. If administrative decisions are based on this kind of sophisticated understanding, the chances for program success would seemingly be enhanced.

EVALUATION TESTS AND ADDRESSES

Armed Services Vocational Aptitude Battery, Armed Forces Vocational Testing Group, Randolph Air Force Base, Texas 78148. Information available from any Armed Services Information Office.

California Occupational Preference Survey, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107.

Career Planning Program, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Differential Aptitude Tests, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Edwards Personal Preference Schedule, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

General Aptitude Test Battery (GATB), United States Government Printing Office, Washington, D.C. 20402.

Gordon Occupational Checklist, Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

Kuder Form DD - Occupational Interest Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form C - Vocational Preference Record, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form A - Personal Preference Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Minnesota Vocational Interest Inventory, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Ohio Vocational Interest Survey (OVIS), Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

(The) Self Directed Search: A Guide to Educational and Vocational Planning, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Strong Vocational Interest Blanks, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

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Thorndike, R.L. and Hagen, E. *Measurement and Evaluation in Psychology and Education*. (2nd ed.) New York: John Wiley and Sons, Inc., 1961.

Westbrook, B.W. and Mastie, M.M. Three measures of vocational maturity: a beginning to know about. *Measurement and Evaluation in Guidance*, 1973, 6, 8-16.

Wysong, E. *Evaluating Career Development Programs*. Toledo, Ohio: University of Toledo, August, 1971.

ROLE PLAYING

Role playing is a learning activity for use by both the teacher and student in all areas of the curriculum. It can and should be included in each subject area. Once the teacher utilizes role playing techniques and observes them as successful, more confidence in the approach will be gained each day. Actual instances of how to role play in the classroom and when it is of particular importance have been noted and suggested throughout this material.

Purposes for Students:

1. Offers an opportunity to participate in a successful group decision.
2. Fun to participate.
3. Desire to make decisions for self, to think on their feet in face-to-face situations.
4. Provides opportunity for sensitivity and awareness of the world of work.
5. Group activity with an adult leader - not organized play.

Procedure:

1. It is imperative to help students to become initially relaxed through warm-up activities, that is, activities which involve the students physically.
2. Development: Basically, movement with student's own dialogue.
3. Culmination: This can be a repetitive process by using others in class to do the same thing but using a different dialogue.

   Discussion by entire groups of students with constructive criticism.

Additional Suggestions:

1. Develop in a spiral effect - begin with short time, 10 minutes, and build up to greater spans of time.
2. Never force any student who does not want to participate.
3. Give good directions; be sure each student knows exactly what to do.
4. Give only a short time to plan so it is more creative.
5. Be sure activity (or job) is within age level so the student does not appear foolish to peers.

6. When students are evaluating a role-playing activity encourage positive reactions.

7. Allow for much change and creative dialogue to bring out each student's personality.

8. Encourage feelings of the role models, not just dialogue, so emotions come through.

9. Video tape the role playing; play back later for discussion by students.

BRAINSTORM TECHNIQUE

Choosing the Brainstorm Topic

1. Break down complex problems into problems specific enough to be Brainstormed. Instead of "How can we conserve energy?", use three separate problems:

   "How can we conserve energy?":

   a. in the home?
   b. in the school?
   c. in the community?

2. The basic aim of Brainstorming is to compile a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.

3. Do not try to Brainstorm problems requiring value judgments like "What's the best time to start our new campaign?" Brainstorming cannot make a decision for you.

Rules for Brainstorm Sessions

1. Criticism is ruled out:
   Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid.

2. Free-Wheeling is welcomed:
   The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:
   The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.

4. Combination and Improvement are sought:
   In addition to contributing ideas of their own, panel members should suggest how suggestions by others can be turned into better ideas, or how two or more ideas could be combined into a still better idea.

Idea Spurring-Questions

PUT TO OTHER USES? New ways to use as is? Other uses if modified?

ADAPT? What else is like this? What other ideas does this suggest?

MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape, Other changes?

MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus ingredient? Multiply?

MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split up? Less frequent?

SUBSTITUTE? Who else instead? What else instead? Other place? Other time?

REARRANGE? Other layout? Other sequence? Change pace?

REVERSE? Opposites? Turn it backward? Turn it upside down? Turn it inside out?

COMBINE? How about a blend, an assortment? Combine purposes? Combine ideas?

Pitfalls to Avoid in Setting Up a Brainstorming Program

1. Failure to indoctrinate your panel in the technique of Brainstorming.
2. Failure to get support of at least one of your supervisors.
3. Overselling the technique before you have results to show.
4. Failure to orient your problem properly, or to make it specific enough.
5. Failure to evaluate the ideas creatively.
6. Failure to take action on the best ideas.
7. Failure to report to panel members what action is taken on ideas.
8. Selling the use of Brainstorming as a substitute for individual thinking. It is a supplement.

PLANNING A FIELD TRIP

HOW TO PREPARE FOR A FIELD TRIP:

1. Establish general objectives

2. Identify specific objectives

3. Review the field yourself before taking your class

4. Introduce children to the place they are going, the people they will meet, the experiences they will have.
   Use maps, pictures, special speakers, any resources available to acquaint pupils with the planned excursion. Be careful, however, to leave some "surprises" for the actual experience.

5. Schedule several inquiry, or discussion, times when children can relate their own experiences and attempt to foresee the experiences they will have.

6. Develop appropriate vocabulary for the fullest possible understanding of the experience.

7. Execute bulletin boards, collect materials, involve children in arranging exhibits to stimulate interest in the trip.

8. Plan the mechanics of the trip:
   a. Attend to the administrative details.
   b. Set bus schedule with definite departure and arrival times.
   c. Secure the necessary permission slips from parents.
   d. Enlist the help of adults (mothers, and maybe the bus driver)
   e. Specify lunch plans and clothing requirements.
   f. Discuss manners and bus behavior.
   g. Learn some songs that fit the nature of the experience.

9. Organize the class into "touring groups" with an adult leader for each group. Each group should take slide photographs of those things which interest them most. Each group should also use a cassette recorder.

FOLLOW-UP AFTER A FIELD TRIP:

1. Discussions and Inquiry groups
   a. What did you like best? How did you feel about being there?
   b. What surprised you?
   c. What was different than you expected?
   d. What was exactly as you expected it to be?
   e. What if you'd gone at another time of day? of the year?
   f. Whose job did you find most interesting?
   g. Would you like to work in such a place?

    h. What tools did the workers use?
    i. What skills did the workers need to perform their work?
    j. What suggestions do you have for helping others to enjoy the place?
    k. Retell the events in sequence.

2. Write letters of appreciation

3. View pictures, study maps

4. Share the trip with another class, via pictures, slide/tapes production, stories, etc.

5. Report to community news agencies.

Job Application Form

Date ______________________

General Information:

Name ____

Last First Middle Initial

Address ____

Phone ______________ Soc. Sec. No. ____________ Draft Status ________

Date of Birth ______________ Age ________ Place of Birth ______________

Marital status ______________________ Children ______________________

Have you ever been convicted of a crime other than a minor traffic violation?

Yes ______ No ______. If yes, please explain on the other side of this form.

U.S. Citizen? Yes ______ No ______ Work Permit Number (if under 18) __________

Physical handicaps ____

Kind of work desired: ____

____

Salary expected: ____

Previous Work Experience:

(List last job first)

Employer Address Phone Position

1. ____
2. ____
3. ____
4. ____

Education:

Highest grade level completed (circle) 8 9 10 11 12 13 14 15 16 17 18+

Dates enrolled

High School____

College____

Specialty Training____________________________________

Other____

Average grades received in English ________ Math__________

High School elective courses:________________________________

____

____

Extracurricular activities, sports, offices, honors, etc.:________________

____

____

References:

Name Address Phone Occupation

1.____

2.____

3.____

Applicant's signature ________________________

(No experience, high school graduate)

Arthur J. Marrone

234 Stryker Avenue
Swansea, New York 09876
(123) 456-7890

OFFICE ASSISTANT

Objective To serve as a general assistant in the office of a commercial, industrial, or civic organization, applying my quickness with figures, my typing skill, and my willingness to work hard constantly to increase of production and reduction of expense.

Background Born and raised in Swansea, the youngest of five brothers, all married and employed by Swansea Mills; mother and father both born in Swansea; father a foremen with Swansea Mills where he has worked 30 years; graduate of Swansea High School.

Education Graduate of Swansea High School, Business Curriculum, June 1976. Program included following courses:

Typing.	3 years
Office Machines	2 years
Mathematics	4 years
Bookkeeping	1 year
Business Writing.	1 year
Marketing	1 year
Economics	1 year
Salesmanship.	1 semester

Program also included general high school courses, with four years of academic English.

Office Skills Excellent typist (75 words per minute); proficiency in basic office machinery; exceptionally high skills with figures.

Interests Reading business biographies; mathematical problem solving; chess; police athletic league.

Personal Excellent health; 5'9", 150 pounds; born May 23, 1958; single, no dependents.

References Miss Selma Mansfield, Principal. Swansea High School, 45 Hurstboro Drive, Swansea, New York 09876

Mr. Theodore Pomeranki, Head, Business Education, Swansea High School, Swansea, New York 09876

Mr. Eugene Fillmore, Director, Swansea Police Athletic League, and Member of Swansea Police Department.

(No experience, college graduate)

JAMES BRUCKNER

908 Parrington Boulevard
Augusta, Maine 09876
Telephone (212) 456-7890

PERSONAL 22 years old; excellent health; 6'1", 180 lbs., single.

OBJECTIVE To serve a public accounting firm as a junior accountant, while I take CPA examinations, and to continue with that firm in a public accounting career.

EDUCATION Bachelor of Science, 1975, Central Maine University
Major: Accounting (CPA Emphasis)
Minor: Computer Science

Representative Accounting Courses include Current Issues in Financial Accounting, Computer Based Information Systems; Advanced Tax Law; and Seminar for Public Accountants.

Representative Computer Science and Business Courses include Computer Simulation and Modeling, Data Processing Systems, Algorithms, Computers, and Programming; Monetary Analysis and Policy; and Behavioral Science Foundations of Business.

INTERESTS Highly active in extracurricular program as undergraduate.

Professional Accounting Participation included three years in Accounting Club, treasurer for two years; Chairman of Accounting Exhibit at Clubs Fair, 1972; Programmer for Statistical Study of Student Programs. 1972.

General Student Activities Participation included Business Manager of Central Maine Journal, undergraudate newspaper, 1971-1972; Class Treasurer for all four years; Co-chairman, Senior Prom.

BACKGROUND Born in Montreal, Canada, but family moved to Augusta when I was seven; United States Citizen; father and mother were both school teachers in Augusta, until retirement last year; I am now engaged to a young woman I have known all my life, a senior in elementary education at Central Maine.

REFERENCES References will be furnished on request.

(Part-time)

TRAINING AND PART-TIME EXPERIENCE OF

SARAH SUE STEELE

SALES CLERK

345 Johnston Road
Burlington
Vermont 87654
(345) 234-5678

19 years old
5'5", 120 pounds
Excellent health
Single

JOB OBJECTIVE: Part-time position as retail sales clerk, evenings and Saturdays

EXPERIENCE AS SALES CLERK

HIGHWAY 49 DISCOUNT CENTER, Allen, Vermont, Sales Clerk in Boys' Wear, Books, and Toys. Assisted customers, wrapped merchandise, and kept shelves in order. Full-time Summer 1972, Saturdays September-November 1972, Saturdays and evenings December 1972, Saturdays and evenings January-May 1973. Resigned to prepare term papers and study for final examinations.

MACLEOD'S DEPARTMENT STORE, Burlington, Vermont; Sales Clerk. Assisted customers, measured and cut drygoods, vinyls, and plastic coverings, wrapped merchandise, and served as a check-out cashier. Summer 1971, Saturdays and Thursday evenings September-December, 1971 and January-June 1972.

EDUCATION

JUNIOR, VERMONT STATE UNIVERSITY, Burlington, Home Economics Major. Courses in fabrics, foods, and home-making tie in with activities as sales clerk. Honor Roll every term. Free Saturdays, evenings, and holidays for employment.

GRADUATE, ALLEN HIGH SCHOOL, Academic Diploma. Graduated with honors. Active in all extracurricular programs.

BACKGROUND

Born and raised in Burlington. Ten years in Girl Scouts. Sing in church choir. Career objective to serve as home economist with manufacturing industry.

REFERENCES

Mr. Clarence D. Bullock, Buyer, Highway 49 Discount Center, Allen Vermont.

Professor Lawrence C. Parrington, Home Economics Department, Vermont State University, Burlington, Vermont.

Mr. Thomas K. Campbell, Principal, Allen High School, Allen, Vermont.

DO YOU WANT AN OPERATIONS DEPARTMENT TYPIST WHO WILL STAY PUT?

I'LL STAY PUT--I'M A PARAPLEGIC WAR VETERAN

--and I can type 70 wpm

John C. Clayton
4 Afton Boulevard
Rye, New York 09876
(123) 234-6543

OBJECTIVE: To learn bank operations by typing reports, statements, letters, payrolls, manuals, specifications, and anything else given to me.

BACKGROUND

Paralyzed in both legs from combat wounds in Vietnam, I have been rehabilitated at St. Albans Veterans Hospital. Aptitude tests showed high interest and ability in all phases of banking, and exceptionally high computational skill and manual dexterity. Can operate manual control automobile and maneuver self in portable wheelchair. Developed high skill in typing and computational machines. Completely independent of help except for stairs.

EDUCATION

Graduate of White Plains High School, June 1970, Academic Course.

Fourteen points in banking and finance completed at College of Business and Public Administration, New York University, June 1974.

EXPERIENCE

Free-lance typist, receiving assignments from book publishers, lawyers, and agencies for the handicapped. June 1973 to present.

PERSONAL

Health excellent, except for paralyzed legs; 5'8", 185 pounds; single, live with mother and father; finances excellent, full pension, house, and automobile received from government.

Highly motivated; completed rehabilitation faster than any other veteran at St. Albans.

REFERENCES

Furnished upon request.

SUPPLEMENTAL RESOURCES FOR GUIDANCE

Are You Listening?

Cost: $4.00
Six-minute cassette tape is a communication tool to evaluate how well we listen. Appropriate for most age groups.
J. C. Penney Co., Inc., Educational and Consumer Relations

Career Crosswords (Scope/Visual 16)

Cost: $12.00 (estimate)
Sixteen transparencies and spirit masters about jobs. Includes crosswords on job benefits and futures.
Scholastic Book Services

Chips and Scripts

Cost: $185.00 (estimate) 300 slides/50 scripts
$329.00 (estimate) 600 slides/100 scripts
Each of the programs shows people working at their jobs. The following questions are answered: What is the occupation? Where does the person work and what is done? What are the requirements? What are the job prospects and salary?
T-Cube

Coping With Series

Cost: $20.00 (estimate) Set 23 books
$ 1.00 per individual book
A series of paperback books about the interests, concerns, and problems of young people.
American Guidance Services, Inc.

The Dynamics of Mood Control

Cost: $126.00 (estimate)
Six tapes, response book, learning exercises. A learning and growing experience. Examines moods-depression, loneliness, anxiety, tension, frustration, defensiveness, jealousy, etc.
Learning Dynamics, Inc.

Encounter Tapes for Vocational Education

Cost: $79.00 (estimate)
Four cassettes, coordinator's manual, 36 participant's

booklets. Pre-employment training to expand strengths and motivate employees.
Human Development Institute

Getting Applications Right (Scope/Visual 13)

Cost: $6.95 (estimate)
Eight transparencies and spirit masters with sample applications and forms.
Scholastic book Services

Human Relationships: Why They Succeed or Fail

Cost: $110.00 (estimate)
Includes 160 slides with cassettes or records.
Center for Humanties, Inc.

Job Experience Kit

Cost: $140.00 (estimate)
Designed to stimulate student interest in career exploration. Each kit gives the student a chance to try out realistic work problems in a specific occupation.
Science Research Associates

The Job Game

Cost: $149.00 (estimate)
Includes eight tape segments on four cassettes, plus four job finder workbooks. The purpose is to take a job seeker through an entire process of job finding.
Employment Training Corporation

Lead the Field

Cost: $120.00 (estimate)
Includes 12 cassettes, text and teacher manual. A career-oriented communications program involving attitude awareness, goal setting, deciding, motivation
Nightingale--Cornant Corporation, The Human Resources Company

Tune In: Empathy Training Workshop

Cost: $75.00 (estimate)
Designed to increase empathy skills through small group interaction. Six different workshops
Listening Group

U. S. Army Career and Education Information Center

Cost: Free upon request
Includes teacher guide, student guide and sound/filmstrips.
Army Education Package, P.O. Box 5510-Z, Philadelphia, PA 19143

Valuing: A Discussion Guide for Personal Decision-Making

Cost: $49.00
Includes audio cassette, manual, six figure books, exercise book. A self-contained kit that teaches the fundamentals in making choices. May be used with a group of 9-15 participants.
Human Development Institute.

World of Work

Cost: Part I $230.00 (estimate)
Part II $131.00 (estimate)
Part III $175.00 (estimate)
Part I (on the job) Interpersonal skills. 20 cassettes, 24 record books, teacher guide
Part II (Getting a job) Developing confidence in looking for work. 12 cassettes, 24 record books, teacher guide
Part III (Job Communication Skills/Cross-Vocational) Teachers skills and behaviors necessary in the world of work: Understanding instructions, structure of a company, unions, etc.
Educational Design, Inc.

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of
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